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ABSTRACT

This package represents a program guide for preparing Spanish-speaking students to become bilingual secretaries or otherwise to put their bilingual skills to use in the office. The first part of the package reports on career possibilities and on the cultural background and education-related characteristics of the student population in question. The curriculum materials that follow are divided into the following areas: (1) office procedures, (2) typing, (3) English for specific purposes (alphabetizing, writing from dictation, graphs and charts, business correspondence, and using the telephone), (4) English as a second language (the development of expressive fluency in professional and social situations), and (5) a selection of units from the above headings presented in Spanish. A bibliography is appended. (JB)

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BILINGUAL OFFICE CAREERS FOR HISPANICS

a curriculum package

Charles A. Findley and Lynn A. Nathan
with
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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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PREFACE

Development of the following curriculum package, Bilingual Clerical Office Careers for Hispanics, was supported by a matching-funds grant, #77-155-008, to Newbury Junior College from the Office of Education, Department of Health, Education, and Welfare, under Title I-A. A primary rationale in development of this package is to assist in solving problems of the Hispanic community, as is discussed in Chapter I, section 1.0.

The document represents an expansion and refinement of the Hispanic Bilingual Program offered at Newbury Junior College. The document contains introductory chapters on the target population in relationship to (1) employment and (2) training and learning; identification of competencies and skills to be acquired; and learning objectives, as well as instructional methods, and evaluation procedures. A comprehensive bibliography of materials utilized is included at the end of the package.

This package through its structural organization represents an imaginative application of learning strategies and precise evaluation procedures in the combined areas of clerical skills and language acquisition. Moreover, the package provides new knowledge and skills for students, teachers, and other professionals involved in Hispanic office career programs.

The general, long-term objectives of Bilingual Clerical Office Careers for Hispanics are:

(1) to produce an innovative curriculum for teachers that will result in more effective, practical career education.
(2) to tap hitherto unused or seldom used resources and to expand opportunities for student self-development.
(3) to facilitate cooperation in the exchange of educational materials, methods and instructional media among various institutions and agencies.

The future utilization of this package by students, teachers, and professional staff in other institutions, as well as our own, will allow us to further serve the Hispanic target population. Comments and suggestions should be addressed to the authors at Newbury Junior College, Bilingual Program, 921 Boylston St., Boston, Massachusetts 02115.

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CHAPTER I

NEEDS ASSESSMENT, TASK ANALYSIS, AND IDENTIFICATION OF TRAINING OBJECTIVES

1.0 Unemployment in the Hispanic Community

Until recently, it has been difficult to monitor with any degree of accuracy the employment of Hispanics. The employment figures for Hispanics were generally reported in a category of "Blacks and other minorities." However, new data is being made regularly available as a result of Sections 1 and 2 of Public Law 94-311, which states:

> Section 1. "That the Department of Labor, in cooperation with the Department of Commerce, shall develop methods for improving and expanding the collection, analysis and publication of unemployment data relating to Americans of Spanish origin or descent."
>
> Section 2. "The Department of Commerce, the Department of Labor, the Department of Health, Education and Welfare, and the Department of Agriculture shall each collect, and publish regularly statistics which indicate the social, health, and economic condition of Americans of Spanish origin or descent."

According to Hamel (1978), the new data procedures now make it possible to analyze differences in the overall employment situations for persons of Mexican, Puerto Rican, and Cuban origins. The most recent comprehensive guide to employment patterns appears in Workers of Spanish Origin: A

Chartbook (1978). Hamel (1978, 7-8) summarized the national picture for Hispanics as follows:

> . . . The incidence of unemployment varies widely for Hispanic workers, according to their specific origin. The highest overall unemployment rates during the first quarter of 1978 occurred among workers of Puerto Rican origin (13.1 percent), followed by workers of Mexican and Cuban origin (10.1 and 6.7 percent, respectively). Puerto Rican workers also had significantly lower rates of labor force participation (50.2 percent) than their Mexican- and Cuban-origin counterparts (63.9 and 63.2 percent, respectively). These patterns generally held true for adult men, adult women, and teenagers as well.

The most recently compiled statistical analysis for our own geographic area does not as yet reflect the new categorization. However, according to Nelson and Dailey (1978), the unemployment rate in 1977 for Spanish Americans in Metropolitan Boston was 14.8%. The overall annual rate for the Commonwealth of Massachusetts for 1977, according to Steller and Fitzgerald (1978) was 11.1%, which is only slightly lower than the Boston area.

Hamel further states that while the unemployment rate for Puerto Rican males has improved slightly from the first quarter in 1977 to the first quarter in 1978, the employment rate for females has remained unchanged. It is also important to note that the number of females not in the work force has increased slightly during this same period. There are a variety of factors contributing to these high rates of unemployment: average years of schooling, limited language ability, migration from rural areas with only agriculturally related skills to an urban area, to name only some major factors. In order to turn this trend around and reduce the unemployment rate, it is essential to provide training for workers for job categories where labor department projections indicate an expanding need for workers.

2.0 Labor Bureau Projections for Office Clerical Fields

One area that has been identified for training is the office clerical cluster. While there is not likely to be an increase in unskilled and semiskilled service related jobs which have generally been available to the target population such as maids, cleaning, or season labor, there does appear to be an increase and steady supply of jobs in the office clerical cluster. When one analyzes the projections and trends for workers, it readily becomes evident that certain job categories are declining while others are expected to be a steady source of employment for workers trained in those fields. In most of the clerical occupations cluster, the prospects for employment are expected to grow about as fast as business expansion creates an expansion of paper work and needs for record keeping. According to the Occupation Outlook Quarterly (1978), the average annual openings between 1976 and 1985 for file clerks is 16,500 and for typists is 63,000, both of which generally require less experience and training than for receptionists, which is 38,000, and secretaries and stenographers, which is 295,000. The national averages are indicative of local projections. In our own area of Metropolitan Boston according to the Occupation/Industry Research Department, Massachusetts Division of Employment Security (1976), the annual labor demand projections for clerical workers between 1974 and 1985 is 22,433 compared with general labor, which is 1,224. More specifically, the Occupation Outlook Quarterly (1978, 9) reported the following employment prospects for file clerks: "Employment expected to grow about as fast as average business expansion creates a need for more and better recordkeeping. Job-seekers with typing and other secretarial skills should have the best opportunities." It also reported (p. 10) the employment prospects for typists as follows: "Employment expected to grow about as fast as average as business expansion increases the amount of paperwork. Demand should be strong particularly for typists capable of handling a variety of office duties." For the more general category of receptionist, the employment prospects reported by the same source (p. 9) are: "Employment expected to grow faster than average as business, personal, and professional services expand. Good job opportunities for full- and part-time work." For the general secretarial/stenographic category, the Quarterly reported that skilled persons seeking secretarial and shorthand positions should find numerous full- and part-time opportunities, but that the increasing use of dictation machines will limit opportunities for office stenographers.

In summary, it is important to note that the need for the basic positions of file clerk and typist will keep pace with business expansion. It is also useful to speculate about the need for clerical workers with bilingual skills in personal and professional services. Two factors allow the authors to predict an expansion of the need for clerical workers with bilingual skills. First, the expansion of the Hispanic population has resulted in increased social service agencies requiring bilingual receptionists and general clerical workers. Secondly, increased business investment and technological exchange with developing nations in Latin America has resulted in increased oral and written communication between the mainland U.S. and Spanish speaking areas. All in all, the clerical area offers an expanding source of employment and most probably a new potential area of employment for individuals with bilingual capabilities.

3.0 Task Analysis: Office Clerical Positions

In order to determine the tasks performed by workers in these various occupations, the Dictionary of Occupational Titles (D.O.T.) provides a general reference source. In the general clerical field we identified related D.O.T. titles:

209.562-010	CLERK, GENERAL (clerical) office clerk, routine
206.362-010	FILE CLERK (clerical), I

and in the specialized but related areas, we identified:

209.587-026	MAIL CLERK (clerical) mailroom clerk, mail sorter, postal clerk
222.387-038	PARCEL POST CLERK (clerical) parcel-post packer, parcel-post weigher.

In relation to typists, we identified related D.O.T. titles for:

203.362-010	CLERK TYPIST (clerical)
203.582-066	TYPIST (clerical).

For the more inclusive category of secretarial, we identified

201.362-030	SECRETARY (clerical) secretarial stenographer.

For the general receptionist category, we identified:

237.367-038	RECEPTIONIST (clerical) reception clerk.

The specific tasks for each title, as identified in the D.O.T., are as follows:

> CLERK, GENERAL: Performs any combination of following and similar clerical tasks requiring limited knowledge of systems or procedures: writes or types statements, receipts, checks, or other documents, copying information from one record to another. Proofreads records or forms. Counts, weighs or measures material. Sorts and files records. Receives money from customers and deposits money in bank. Addresses envelopes or packages by hand or with typewriter or addressograph machine. Stuffs envelopes by hand or with envelope stuffing machine. Answers telephone, conveys messages, and runs errands.

> FILE CLERK: Files correspondence, cards, invoices, receipts, and other records in alphabetical or numerical order, or according to subject matter, phonetic spelling or other system. Reads incoming material and sorts according to file system. Places material in file cabinet, drawers, boxes, or in

special filing cases. Locates and removes material from files when requested. Keeps records of material removed, stamps material received, traces missing file folders, and types indexing information on folders. May enter data on records.

MAIL CLERK: Sorts incoming mail for distribution and dispatches outgoing mail: opens envelopes by hand or machine. Stamps date and time of receipt on incoming mail. Sorts mail according to destination and type, such as returned letters, adjustments, bills, orders, and payments. Readdresses undeliverable mail bearing incomplete or incorrect address. Examines outgoing mail for appearance and seals envelopes by hand or machine. Stamps outgoing mail by hand or with postage meter. May fold letters or circulars and insert into envelopes.

PARCEL POST CLERK: Wraps, inspects, weighs, and affixes postage to parcel-post packages and records c.o.d. and insurance information: wraps packages or inspects wrapping for conformance to company standards and postal regulations. Weighs packages and determines postage using scale and parcel-post zone book, and affixes postage stamps to packages. Records information, such as value, charges, and destination of insured and c.o.d. packages. Copies and attaches c.o.d. card to packages to indicate amount to be collected. Addresses packages or compares addresses with records to verify accuracy. May compute cost of merchandise, shipping fees, and other charges and bills customer. May sort parcels for shipment, according to destination or other classification, and place parcels in mail bags or bins. May process incoming and outgoing mail.

CLERK TYPIST: Compiles data and operates typewriter in performance of routine clerical duties to maintain business records and reports: types reports, business correspondence, application forms, shipping tickets, and other matter. Files records and reports, posts information to records, sorts and distributes mail, answers telephone, and performs similar duties. May compute amounts, using adding or calculating machine.

TYPIST: Types letters, reports, stencils, forms, addresses, or other straight copy material from rough draft or corrected copy. May verify totals on report forms, requisitions, or bills. May operate duplicating machines to reproduce copy.

SECRETARY: Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail: reads and routes incoming mail. Locates and attaches appropriate file to corespondence to be answered by employer. Takes dictation in shorthand or by machine and transcribes note on typewriter, or transcribes from voice recording. Composes and types routine correspondence. Files correspondence and other records. Answers telephone and gives information to callers or routes call to appropriate official and places outgoing calls. Schedules appointments for employer. Greets visitors, ascertains nature of business, and conducts visitors to employer or appropriate person. May not take dictation. May arrange travel schedule and reservations. May compile and type statistical reports. May oversee clerical workers. May keep personnel records. May record minutes of staff meetings. May make copies of correspondence or other printed matter, using copying or duplicating machine. May prepare outgoing mail, using postage-metering machine.

RECEPTIONIST: Receives callers at establishment, determines nature of business, and directs callers to destination: obtains caller's name and arranges for appointment with person called upon. Directs caller to destination and records name, time of call, nature of business, and person called upon. May issue visitor's pass when required. May make future appointments and answer inquiries. May perform a variety of clerical duties.

The composite of these descriptions provides an index of the tasks that may be required in different entry level clerical positions and serve as a basis for curriculum design. As a guide to translation of D.O.T. descriptions, various states have conducted task analyses for clerical office workers. The analyses from the Department of Eduation in Michigan, California, and Arizona serve as valuable resources for the curriculum designer.

In order to verify this information in relation to the Hispanic workers in this geographic area, the project staff interviewed job development and placement counselors in Hispanic agencies in Boston to verify that no essential tasks had been overlooked. Through a mail-out questionnaire sent to Hispanic clerical workers, it was possible to add insight into the essential or desirable nature of different office skills. Approximately 100 questionnaires were mailed out with a 33% return rate after follow-up calls. The low return rate may be partially accounted for by high mobility in the job market for Hispanics in the Boston area since questionnaires were returned with no forwarding address or individuals working for one agency had moved on and were impossible to trace to their new job.

While the general results were inconclusive, certain trends were observed that provide useful information when viewed in conjunction with the job descriptions from the Dictionary of Occupation Titles and the tasks analysis from various state departments of education previously referenced. While varying with level of job and specific job title, the following general trends were observed:

1) Respondents indicated that typing in English was essential for all and that typing in Spanish was either essential or desirable for most secretarial positions.

Required rate of typing varied from 30 to 50 words per minute for those positions which could be identified as entry level.

2) With regard to filing, alphabetic filing ability was most often essential followed by numeric and subject.

3) Most of the clerical respondents, except file clerks, viewed handling incoming and outgoing mail as essential, while only those respondents in the secretarial categories viewed operating a postage meter as either desirable or essential.

4) Answering telephone and performing receptionist duties in both English and Spanish was viewed as essential by most respondents in secretarial positions.

5) Ability to translate was viewed as desirable for secretarial positions with no differentiation between translation from English to Spanish or Spanish to English. Translation was generally not considered important for general clerical or typist positions.

6) Use of adding machines was equally often viewed as desirable or essential.

7) Stenography and the use of a dictaphone was viewed as desirable but not essential for secretarial respondents.

8) Bookkeeping was generally not essential or desirable while handling petty cash was more often required

of individuals in the secretarial job category.

9) Finally, use of Xerox machines was viewed as essential for the clerk typist and secretarial categories.

4.0 Task Analysis: Functional Language

While the functional, task based approach is generally acknowledged in vocational education, functional based language instruction is at the forefront of development. Prompted by the limited and sporadic success of foreign language programs to develop communicative proficiency and the need for wider cultural interaction, the Council of Europe undertook a massive reorganization of the way languages were being taught. That effort resulted in the identification of language functions and functional based syllabi. The results of this massive undertaking are now beginning to serve as the basis for syllabus and material design for English as well as other European languages, notably, at present, French and Spanish. The basic philosophy and theoretical principles now in application on the one side of the Atlantic are now beginning to have a serious impact on the way language is taught in the United States, and will radically modify language instruction in the next decade.

At present, language instruction in the United States, while stressing the importance of achieving communicative functions, is still very much structurally or grammatically oriented, i.e., teaching students a structure and then showing what can be done with it, rather than focusing on the basic functions the learner needs to perform and then teaching them the structure and vocabulary to perform the function. As Wilkins (1973, 1) explained, "In broad terms the argument is that the grammatical syllabus takes insufficient account of the fact that language is a means of communication. Languages are not learned for their own sakes but because they enable the learned to communicate something to others or to comprehend what others themselves wish to communicate." Conventional grammatical syllabi are essentially an inventory of structural forms; the rationale behind this approach is that form and meaning share a one-to-one relationship. That is, if the student acquires the grammatical code of the language, he can use the form to fulfill the social needs. The validity of this rationale is seriously questioned by sociolinguistics and negated by many learners who have mastered the code but can't communicate. Wilkins (1975, 15) asserted:

> What these different facets of language use show is that exhaustive knowledge of the grammatical code that is conventionally acquired by millions of learners --and quite often acquired efficiently--is not adequate for the types of linguistic communication in which they are actually going to engage. Indeed, while few would deny that the object of language learning is ultimately to be able to communicate in the language, this is not what the practice of language teaching actually achieves. In the way in which languages are currently being taught there are implicit the views that a thorough grammatical knowledge is an indispensable foundation for all users, that use in any case cannot be taught and that the learner can relatively easily assimilate the features of use as he requires them. The experience of generations of language learners does not bear this out.

With these concerns in mind, the Committee for Out-of-School Education and Cultural Development of the Council of Europe set out to identify basic communicative functions that an individual engages in when using the language. The Committee's work in the specification of the "threshold level" is now widely available (J. Van Ek, 1975). Seven levels of functional competence have been identified at the present time, which are summarized from last year's report of the project director (Trim, 1977, 40) as follows:

1) Survival: Is able to secure satisfaction of limited needs in highly predictable and easily recognisable transactional situations, e.g. , by producing and recognising a set of words and short phrases learnt by heart, and by making a limited number of lexical substitutions in fixed sentence frames.

2) Waystage: Is able to deal with a limited range of very common social situations, transactional and interactional, e.g., by producing and recognising the simplest components of the notional and functional categories concerned in the required combinations appropriately and intelligibly, given goodwill and favourable conditions.

3) Threshold: Is able to participate simply but effectively in the range of social situations necessary to the normal everyday transactional and interactional needs of temporary visitors by producing and recognising simple exponents of the functional and notional categories concerned under normal conversational conditions involving a foreign learner.

4) Adequate response normally encountered: Is able to find some adequate response to the great majority of social situations normally encountered including those not specifically foreseen. Can produce and understand straightforward narrative and descriptive discourse and chain of reasoned argument, and adjust to the changes of direction, style and emphasis normally found in conversation.

5) Effective proficiency: Is able to use language flexibly and effectively in normal situations, including emotional, allusive and joking usage. Controls formal and colloquial styles as well as degress of politeness. Can follow complex discourse and conversations between native speakers in familiar style (not special slangs).

6) Comprehension mastery: Is unhampered by linguistic deficiencies in conducting a normal social and personal life. Has productive and receptive control over all exponents needed to express functional and notional complexity of transactions and interactions likely to be encountered, as well as politeness conventions and full range of styles.

7) Ambilingual: Acts linguistically in a way operationally indistinguishable from native speakers with corresponding personal and social characteristics.

Basic to the philosophy behind the analysis of language functions is that individuals do not all have the need for the same language functions in the same contexts. An individual who only wants to buy a train ticket or order from a menu needs to perform different language functions from an immigrant or a scientist who wants to read journals in his field. Thus, there is emerging a great impetus for language for specific purposes both in the United States and Europe. Taking into consideration the needs of the learner, specific courses are being developed to customize the language instruction for different groups of learners.

The general language objectives in this curriculum package are developed around the six basic functions that a student needs to acquire at the threshold level and beyond.

Objectives are specified for each of the major functions with subobjectives which relate to these functions. These are outlined in the curriculum units. Taking into consideration the specific needs of the students in relation to their native language, Spanish, and their career goals, specific functional objectives and tasks are presented for ESP-clerical and Spanish. The ESP-clerical takes into consideration the basic specific needs of the learner which are occupational in nature. The Spanish component for the native speaker provides occupationally related objectives at a higher level of fluency than those in the ESP-clerical and the ESL components, since the functions the students perform in their first language are generally less restricted than those they are required to perform in another language until advanced stages of interaction.

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CHAPTER II

OBSERVATIONS ON THE TARGET POPULATION

1.0 Student Profile

1.1 Language Skills.--The objectives set forth in the curriculum guide serve as a basis for assessment and evaluation of the "communicative competence" of the student. Many of the students in the target population are what might be called "false beginners," that is, they have studied English in school for a few years but cannot use the language fluently for interaction at "Threshold level." These students because of their previous knowledge may generally proceed more rapidly than students who have never studied the language unless there are attitudinal or motivational orientations that conflict with achieving further degrees of fluency.

Students are assessed initially to determine their knowledge of 1) basic structure, vocabulary, and reading comprehension by taking the "Michigan Test of English Language Proficiency," 2) ability to follow simple spoken and written instructions using an oral interview and our own test of ability to comprehend oral and written directives and 3) a brief descriptive writing sample. Students with only minimal survival proficiency are referred to outside agencies for intensive language training (less than a score of 20 on the Michigan Test, where the top score is 100 and a score of 80+ represents ability to pursue full-time college work). Students who are more advanced but not yet ready for "Threshold" or beyond are enrolled in a summer institute to attain the minimal proficiency level (scores 20-40). Other students with scores between 30-50 are enrolled in ESL or ESP courses outlined in the curriculum package. Students who demonstrate proficiency beyond this level would be enrolled in regular English language content courses and advanced English or Speech Communication courses (80+ on the Michigan). No placement procedure can be without error, particularly for students whose receptive competence may be greater than their productive competence. Generally, students with conflicting results on the different instruments are interviewed by the program director and are then placed with consideration given to amount of previous language training and time in an English speaking environment.

1.2 Clerical Skills.--Most students have little if any previous clerical background. However, students with any typing background are given the standard placement test accompanying Typing '75 Basic and placed according to the recommended guidelines accompanying the typing program.

1.3 Observations on Personal Characteristics.--The students have come to the mainland United States with hopes of advancement and improvement. We find, as typical, students in their late twenties, attending a regular college for the first time, with little previous experience learning or studying except, possibly, for basic high school. In the Boston area, according to Gianturco and Aronin (1972), the 1970 Census revealed that among Spanish speaking persons 25 or older, 43.9% had completed no school beyond the eighth grade; only 36.3% had progressed as far as high school level education, compared to 54.5% in the population at large. The students' economic status is precarious, with 30.7% of Spanish speaking families in Boston below the poverty line (Gianturco and Aronin, 1972). Work experience has been limited to non-skilled jobs in large factories, agriculture, or housekeeping. Most students in this age range have families to take care of so that their studying schedule is limited to the time they are present in school. All in all, this background information offers insight into the challenges to be met in the training program.

The student as such needs different patterns of motivation than the regular college student. For example, academic achievement does not motivate them in itself, for what it means or for the grade that is obtained. Grades are important to them to the extent that they pass a given course, and maybe because it means that they did something well. Academic achievement is gratifying to them, but in retrospect. They are not enthusiastic because they are going, say, to learn to file; instead the students are very pleased when they actually file and realize they have acquired a skill which they did not have before. And what having this skill means to them is not that they have achieved something academic, but that they are closer to getting a job.

Getting a job is, for the student, a key motivational factor. Their interest in learning is their interest in getting a job that is going to pay.

It would seem an easy task to motivate these students to learn in terms of job acquisition and improvement, but it is much more complicated than that given the self-esteem variable. A student with severe self-esteem problems does not learn at a normal pace. The job motivation is there but acquisition of a job may be highly feared. This kind of low self-esteem does not let the students dare anything without a pervading fear of failure. The typewriter becomes a menacing test to their adequacy; each stroke is threatening and the verbal escape is, "I can't."

The instructor of these students is posed with a challenging situation. Remarks on values and achievement are most important and should be provided constantly. Constant reinforcement of what they can do and what they have to offer is imperative; it should be drilled from the beginning so that at the end of their academic year they can go to a job interview with a more comfortable feeling. School should maintain a positive atmosphere without paternalism; it should be a place where students are expected to succeed regardless of how long it takes, and where they are treated like responsible adults.

2.0 Hispanic Cultural Primer for the Non-Hispanic

The Hispanic student population on the eastern seaboard consists of immigrants from various Latin American countries; however, the majority consists of Puerto Rican migrants. While recognizing that each individual enters the school with unique assets and liabilities, in order to plan curricula it is necessary to consider some of the cultural variables that are unique to the students as a group. Besides a common language background, there are cultural variables associated with family, community, religion, and interpersonal relationships which are worthy of consideration.

For many working with the Puerto Rican Hispanic population, this treatment may be superficial. For others of non-Hispanic background involved in various aspects of the educational process, the treatment may offer the beginnings of cultural awareness. The reader familiar with other Hispanic cultures will observe similarities but will also observe characteristics that are particularly unique to the Puerto Rican Hispanic population. The conscious awareness of and attention to cultural background is useful for the educator in program design and instruction.

2.1 Hispanic.--There is no one Hispanic culture or lifestyle; there are only individuals of Spanish speaking ancestry living outside their homelands. As Olien (1973, 301) explained: " . . . Hispanos or Latinos were a small minority of intellectuals and middle-class professionals from Puerto Rico, Spain, and Latin America living in New York City." However, by 1950 the socially mobile, even from lower-class originals, individuals who considered themselves to be of higher social position than the recent migrants from Puerto Rico, were calling themselves Hispanos. More recently, the term has been extended to all Spanish speaking people who reside in New York City and the migratory extension of New York City along the upper eastern seaboard. It is thus that we have an Hispanic* student population.

2.2 Role Differences in the Family and Community.--Status in the family is awarded by age and sex. Generally the eldest child is given more responsibility in the outside world, particularly if male. Sex roles in the traditional family, while showing signs of change, are still rigidly defined. As a counterpart to "machismo" in the male, feelings of passivity, helplessness, and dependence are reinforced in the female. Consequently, when the Puerto Rican Hispanic woman is called upon to be assertive in a competitive job search and interview, conflict is produced since the woman must exhibit behavior not normally required of her in the community.

For the less traditional female, girls who have been raised in New York and other large urban areas, the natural conflict exists in this value category. Hoffman (1971, 20) explained this conflict as it relates to the traditional policy of being chaperoned: "Girls who are in contact with the dominant American culture all desire the unchaperoned freedom of movement of their American counterparts. Such conflicts are often resolved by compromise. Most Puerto Rican girls report that they do not openly defy their parents, for to do so would create an undesired and irreparable family rift. Instead, they imply to their parents that they are adequately supervised by school officials or by a friend's mother. . . ." Generally, in traditional communities males are allowed much more freedom of activity than females. This difference in sex role behavior is a great source of conflict for young women living in a culture where freedom and independence are valued for women more than in the traditional Hispanic community.

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*Latino is now being used interchangeably with Hispanic, particularly among Spanish speakers.

Sex role differentiation is still recognized but the differentiation is breaking down, as observed in the language behavior of less traditional males and females in the New York area. Hoffman (1971, 21) summarized as follows: " . . . sex roles differentiation is still a recognizable value cluster for New York Puerto Ricans, although the role definitions are changing as is the distance between them and compartmentalization within them."

Even though there is conflict between the old and new, the traditional values in many ways are still very active in today's society. The sex-role conditioning makes it difficult for the woman to approach employers outside the community or to actively seek employment although it is necessary to supplement family incomes. When assertive, the Puerto Rican Hispanic woman may feel less feminine and be inhibited. The psychological skills required to interact in the job market thus become a necessary adjunct to any job training program for Hispanic women.

2.3 Extended Family and Community.--Another important consideration that is sometimes overlooked is the central role of the extended family and formalized kinship relations such as the "compadrazgo" godfather system. Schwartz et al (1977, 10-11) noted: "Central concern for the extended family and ritual kin has made for a collaterally rather than an individually oriented society for Puerto Ricans. Relationships in "barrios" and villages are of a gregariousness not necessarily found on the mainland. Individual isolation is thought to be improper." Crowded housing conditions as well as a carryover of traditional values affect the living arrangements of students, making it difficult for students to find a place to engage in the quiet study normally expected of middle-class Anglo students. Positively, however, the commitment to family and community can be integrated into the educational program by the concerned teacher. Teachers need to take an interest in the whole family and to share information regarding their own family with the students.

2.4 Religion.--While it is generally accepted that all Latin Americans are Roman Catholic, the validity of this statement extends only to the influence of the church during the Spanish conquest and colonization. Indeed there are strong remnants of Catholicism in all parts of Latin America, but transfer of the church during Spanish colonization was not accomplished without modification by local inhabitants. Historically, Puerto Rico is a Catholic nation, but today one is likely to encounter students who are members of a Pentecostal sect as there are those who are practicing Catholics.

Like all other areas of the Spanish empire, Puerto Rico became a "Roman Catholic" colony. In order to transfer the Spanish colonial culture to new colonies, the Spanish conquistadores formed the "pueblo," a town, with the church as the physical and philosophical central focus. "A plaza was designed which was to be the center of community life, the place where all members of the community could meet, celebrate fiestas, and participate in religious life." (Fitzpatrick; 1971, 116). A community was created and members were conscious of being part of the community and the community was Catholic. Thus, a sense of identity based on the established community became a part of the religious as well as the cultural life of the people.

The form of Catholicism that developed until the U.S. possession of Puerto Rico in 1898, and which still permeates the cultural heritage, is unique in many respects. Along with the concept of community explained above is the marked quality of "personalismo." Fitzpatrick (1971, 117) explained:

> . . . the individual perceives his religious life as a network of personal relationships with the saints, the Blessed Virgin, or various manifestations of the Lord. He looks on these as his compadres, his close friends. He prays to them, lights candles to them, carries them in processions, builds shrines to them in his home, makes promises to them, and expects them to deliver the favors, help, or protection he needs. . . . But this personal relationship with the saints takes place quite outside the organized structure of the Church. Indeed, if the organized Church should be shut down, the relationship would go on as usual.

The nature and influence of this characteristic on the culture may be difficult for many Anglo Americans to grasp, yet it is a part of the cultural heritage that is still evident in the culture and lifestyles of many communities.

In 1898 when Puerto Rico became a possession of the United States, Anglo American priests and personnel became involved in the church in Puerto Rico; thus, the church took on more of a traditional Anglo American character. Mainland American bishops established schools and churches patterned after the mainland model.

The Anglo-Americanization of the Catholic church was not without problems, which finally erupted in 1960 with the defeat of the church-backed political party and loss of prestige for the Church, not only as a political force but also as a moral leader. According to Fitzpatrick (1971), these events left many Puerto Ricans without a strong religious community and direction in the wake of rapid social and economic changes in the island.

While various Protestant groups are represented in Puerto Rico, according to Stevens-Arroyo (1974, 121), "Pentecostalism has become the largest and fastest growing of Puerto Rican churches. Pentecostalism is especially dominant among rural Puerto Ricans who move from the barrios into or near the big city." Fitzpatrick (1971) estimates that in 1970 about 20% of island residents were Protestant, mainly members of Pentecostal sects. The Pentecostal sects generally accepted the close personal relationship with the supernatural, making them compatible with some of the traditional practices of the Puerto Rican's life. But more importantly, the Pentecostal groups filled voids in the community that the organized Catholic church was no longer filling. Adaptation to the social pressures and changes brought about by economic and political changes was possible for many poor Puerto Ricans through various Pentecostal churches. "They provided an ideology, a sense of community and purpose which compensates for the loss of a traditional style of life." (Fitzpatrick; 1971, 122). This same phenomenon is observed for migrants to the mainland in New York. Experiencing a loss of community and identity, many were able to find a sense of community in the small Pentecostal congregations operating in their community. As Stevens-Arroyo (1974, 122) explained, the church offers " . . . a means of escaping the cultural and social aimlessness that many Puerto Ricans experience in the transition to the big city." However, once oriented to the city, a number return to more established Protestant denominations and the Catholic church. "Nonetheless, about 15% of the Puerto Ricans in New York are affiliated with Pentecostal churches." (Stevens-Arroyo; 1974, 122).

Along with the organized religions which are openly professed or practiced by many, there also exists the "underground" belief in spirits. According to Stevens-Arroyo (1974), about five percent of the Puerto Rican population openly express Spiritualism as a religion. The practice of "espiritismo", according to Wagenheim (1970), is quite varied, ranging from use of herbs to use of a spiritualist's medium to contact the dead. While many young today are turning to the East for mystical experience, Stevens-Arroyo (1974) suggests that an increase in the practice of and belief in Spiritualism may offer a culturally viable alternative to young Puerto Ricans in New York.

While these different trends and patterns regarding the role of particular religions in the community offer some insight into practices and belief, it is important to draw upon a summary of general cultural values as they might relate to the religious sphere. Mintz (1973) reported on the results of a study applying the Kluckholm schema to Puerto Rico, which concludes that the supernatural is viewed as basically determinate and good. Mintz (1973, 37) reported as follows regarding the determinate nature of the supernatural world:

> The supernatural world is basically that of the Catholic church, which is very highly structured. People realize that there is order, even if they do not understand all the theological details. The Protestant sects also see the supernatural world as Determinate. The only major conflicting view is that of the spiritualists, but even the spirits they deal with seem to be subject to 'laws.' . . . These spirits do not act by chance or caprice. They are specifically directed by humans to perform the acts they do.

Regarding the cultural view that the supernatural is good, Mintz (1973, 39) reported:

> The saints intervene to help men and they are the most important supernatural beings, at least to the lower classes. Even the spirits of the dead which can be manipulated by evil people are good and innocent if left alone.

While it is impossible to paint a completely valid picture of any individual let alone an entire cultural group, it is hoped that the discussion of religion may offer some insight that will aid in the understanding of the possible manifestations and influence that the different religious beliefs may play in the lives of Hispanic students, particularly those from Puerto Rico.

2.5 Styles of Interpersonal and Human Interaction.--Puerto Ricans from traditional communities who have spent less time in an Anglo environment place a value on warmth and respect in the group and share a commitment to mutual dependence and loyalty. There is a respect for the individual which accords "respeto" regardless of a social position in the group. Hidalgo (1973) explained that the converse of "respeto," "relajo," is not generally accepted among Puerto Ricans as it is among certain Anglos or blacks. Puerto Ricans permit such behavior only among intimates. Unlike blacks who engage in "jiving" or "playing the dozens," Puerto Ricans consider it inappropriate to jokingly make fun of personal characteristics or shortcomings. Respect is generally accorded and particularly to superiors. As Hidalgo (1973, 57) noted: "Ceremonial conduct demands that Puerto Ricans agree verbally with the authority figure even when he disagrees and has no intention of acting." The student who gives respect also demands to be respected. Failure to accept this concept of interpersonal interaction with students may cause undue hardship for the Anglo teacher who is accustomed to joke and make fun of himself or his students.

Another important characteristic of interpersonal interaction is the commitment to mutual help that results in cooperative achievement among members of traditional communities. The factor of mutual dependence and cooperative achievement is in stark contrast to the competitiveness of the individual encouraged in most schools. Based on the philosophy of separate identity and "rough individualism," the culture of the school may offer undue strain to the group identity and cooperativeness witnessed in the Puerto Rican student. Activities involving shared rewards such as joint efforts in practice tests, use of dyads, and group activities may be more appropriate to the interpersonal style of the student.

The teacher has a choice of the type of goal structure operational in the classroom. The three major goal structures that are identified by Johnson and Johnson (1975) are cooperative, competitive, and individualistic. In relation to the interpersonal style of the student it is useful to examine the students' access to each other in these three types of class structures. Johnson and Johnson (1975, 84) summarized the pattern of interaction available as follows:

> Cooperation: Use each other as major resources. Free movement and talking between students. Students grouped in variety of ways, heterogeneous groups are best.
>
> Individualistic: Minimal use of each other as a resource. Students working on their own with very little movement or talking between students. Students are not grouped.
>
> Competition: Observing or other means of keeping track of each other. Students working in clusters with some movement and talking between students. Students grouped in clusters emphasizing equal chance of winning.

While this categorization emphasizes the more positive aspects of the three different goal structures, it nevertheless reveals the compatibility of the cooperative goal structure with the general interpersonal style of the Puerto

Rican student. While it may be necessary to develop certain competitive and individualistic behaviors to succeed in the job market, it is important to recognize the cultural value and viability of cooperation in the educational setting.

3.0 Attitudes

Attitude studies in the language and speech area are rich and varied. Early studies focused on the attitudes of employers and teachers to the language and speech of non-native speakers and dialect speakers. Most notable were studies of social status (Harms, 1961; Labov, 1966, 1968), perceived education and occupation levels in relation to employability (Findley, 1971), and ethnicity (Williams, 1970), to cite the major categories of research. Recent studies in bilingual communities have begun to investigate the attitudes of individuals to their own language as well as to the language of the majority culture. While the earlier studies provide useful background information regarding the community at large, the more recent studies of students have direct implications for curriculum planning and teacher education.

3.1 Student's Attitude Toward Own Language.--Investigations of student attitudes toward their own language generally indicate preference for one language over another in different contexts based on the perceived group identity of the individual. Flores and Hopper (1975) found that in the Southwest, although adults rated standard Spanish higher than non-standard Spanish, group identity of the respondents was a critical factor. Subjects who identified themselves as "Chicanos" rated the local variety of Spanish higher. The contextual preference for language is indicated in a study by Carranza and Ryan (1975). Again with Mexican Americans and Anglo Americans, Carranza and Ryan (1975) found a preference for Spanish when the context of the sample related to the home environment and found a preference for English when the context of the sample related to school.

Additional insight is added to this developing mosaic when we realize that birthplace and sex were significant variables influencing commitment to Spanish language maintenance among Puerto Ricans in New York. Fishman (1971) explained that girls and island born respondents showed greater commitment to Spanish language maintenance and strengthening. A copy of the questionnaire employed by Fishman, which may serve as a basis for development of an instrument to be used in any community, is available in Fishman (1971, 615-619). Particularly, in light of Nancy Backman's (1976) reservations about the utility of attitude scales with her Spanish speaking subject population, use of a personal interview based on the Fishman (1971) questionnaire may provide more reliable data than use of general attitude scales.

3.2 Attitudes Toward Spanish and English, The Instrumental v.s Integrative Distinction. Interest in language preference in bilinguals for the past decade has been inspired by the seminal work of Gardner and Lambert which began in the late 1960's and continues today with French Canadians. Gardner and Lambert (1972) identified the characteristics of instrumental and integrative attitudes toward language. According to Gardner and Lambert (1972, 3): "The orientation is . . . instrumental . . . if the purposes of language study are . . . utilitarian . . . such as getting ahead in one's occupation. . . . The orientation is integrative if the student wishes to learn more about the other cultural community because he is interested in . . . being accepted as a member of that other group." Of particular importance are attitudes toward Spanish and English and for what purposes the student considers it essential to learn or not to learn one language or the other. As part of a recent study (Hannum, 1978), students were asked to mark how important they considered a command of Spanish for getting a job, making friends, school success, and personal fulfillment. They were asked to provide the same information for English. Using a population in the Southwest, Hannum (1978, 93) reported:

> Twenty-five percent of the respondents indicated that a command of Spanish is "very" important for getting a job and 50 percent more consider it "somewhat" important. When asked about the importance of English for getting a job, 87 percent

> marked it as "very" important and another 11 percent marked it as "somewhat" important. For making friends, 51 percent marked Spanish as being at least "somewhat" important, while 90 percent of the same students marked English as "very" or "somewhat" important. Success in school is closely tied to a command of English. Seventy-nine percent marked it as "very" important and the remainder as "somewhat" important. The same category, when considered in relation to a command of Spanish, did not yield as high a rating. Only 13 percent considered Spanish to be "very" important to school success. The fourth category, personal fulfillment, resulted in a 100 percent rating for a command of Spanish as at least "somewhat" important, 73 percent marking "very" and the other 27 percent marking "somewhat." A command of English was rated by 86 percent as being "somewhat" important or more. These results are not very surprising, especially among college students, but they are intriguing. The very high rating given to a command of Spanish for personal fulfillment is significant in light of the high ratings given to a command of English in every category. Apparently, a control of Spanish is most important to this group in a very personal way.

While this study needs to be replicated with the Puerto Rican Hispanic population in the Northeast, it is indicative of the type of results one would expect to find. The highest ratings for English received in the "getting a job" category and the "school success" category would tend to indicate a strong instrumental motivation for learning English rather than an integrative motivation, particularly since Spanish received the highest rating in the "personal fulfillment category."

It is impossible to generalize from one community to another regarding the influence of language attitudes and behaviours. However, with the results of the research presented above, it is desirable to conduct attitude assessment in the form of questionnaires in conjunction with rating scales to ascertain the commitment and desire for instruction in both languages.

Results from this form of assessment allow the teacher to know the type and degree of motivation to language learning. It also assists the educator in meeting the needs of the community more fully regarding the situations in which each language is likely to be used. It is also critical in selection of materials to teach vocabulary and functions suitable to contexts that the student and the community feel are important and appropriate for each language.

4.0 Cognitive Style

Two basic cognitive styles manifested in varying degrees have been identified. Basically field-independent style allows individuals to perceive items discrete from an organized field and to establish their own pattern of organization. In the field-sensitive style, the organization of the field as a whole influences perception of the parts; phenomenon are fused with the background. Each of these styles has implication for learning and social interaction. While cognitive style is not an either or situation, research indicates that development occurs as part of the socialization process. Wilkins (1967) revealed a relationship between socialization practices and cognitive styles. Wilkins (1967) also indicated that sex differences in cognitive styles result from basic differences in socialization practices. If these findings are valid, it would seem that different cultural groups with different child rearing and socialization practice would produce different cognitive styles. Dershowitz (1971) tested this assumption with a population of Orthodox Jewish families characterized by a mother dominant in the child rearing practice. Results indicated that boys in these families were more field-sensitive than their Anglo counter-parts. Generally in middle-class Anglo society, socialization processes produce higher degress of field independence among males than females. Consequently, the more taraditional the community from which the student comes and the greater the ties with traditional community values and child rearing practice, the more likely is the student, particularly the Hispanic female student, to be field sensitive.

Ramirez III and Price-Williams (1974, 217) concluded: ". . . That members of groups which emphasize respect for family and religious authority and group identity, and which are chracterized by shared-function family and friendship groups, tend to be field-dependent (sensitive) in cognitive style. Members of groups which encourage questioning of conventions and an individual identity and are characterized by organized family and friendship groups, on the other hand, tend to be more field-independent." The results of their study also confirmed that in all three groups - Anglo-American, Blacks and Mexican-Americans - females were more field sensitive than males.

While stressing the importance of cognitive style to educational planning and criticizing the cultural basis of current testing methods, Ramirez III and Castaneda (1974) offer methods of gaining insight into students' cognitive style: cultural background cues in relation to research previously summarized and direct observation of students in relation to behaviors associated with cognitive style.

Ramirez III and Castaneda (1974) summarized the following four background variables:

1) Socialization practice of parents.

2) The characteristics of the community in which the student was reared.

3) The dominant language.

4) Embeddedness in the family.

In relation to these background characteristics which offer insight into diagnosis of student cognitive style, Ramirez III and Castaneda (1974, 134-35) offered the following suggestions for behavioral observations:

Field-Independent Behaviors

Relationship to Peers

1) Prefers to work independently.

2) Likes to compete and gain individual recognition.

3) Task oriented; is inattentive to social environment when working.

Personal Relationship to Teacher

1) Rarely seeks physical contact with teacher.

2) Formal; interactions with teacher are restricted to tasks at hand.

Instructional Relationship to Teacher

1) Likes to try new tasks without teacher's help.

2) Impatient to begin tasks; likes to finish first.

3) Seeks nonsocial rewards.

Field-Sensitive Behaviors

Relationship to Peers

1) Likes to work with others to achieve a common goal.

2) Likes to assist others.

3) Is sensitive to feelings and opinions of others.

Personal Relationship to Teacher

1) Openly expresses positive feelings for teacher.

2) Asks questions about teacher's taste and personal experiences; seeks to become like teacher.

Instructional Relationship to Teacher

1) Seeks guidance and demonstration from teacher.

2) Seeks rewards which strengthen relationship with teacher.

3) Is highly motivated when working individually with teacher.

Teacher observation of Puerto Rican Hispanic students in our program in relation to these categories indicate higher percentages of field-sensitive behaviors than field-independent. In contrast to the cognitive style of this group of students, the typical school learning environment stresses competitive, individual work, independence, and is generally task-oriented rather than person oriented. Rosalie Cohen (1969) conducted an extensive investigation of cognitive styles in relation to the school environment. Her general conclusions are that the typical school environment is highly analytic, i.e., stressing field-independent behaviors. Cohen (1969, 842) stated: " In practice, it was found that children who had been socialized in shared-function environments could not participate effectively in any aspect of the formal school environment even when native ability and information repertories were adequate." The cultural conflict produced by our traditional methods of teaching and testing is no less real for many Hispanics in the typical classroom today. Consequently, in each section of the curriculum, both field-independent and field-sensitive strategies are reflected. Generally teachers have found it necessary to employ field-sensitive strategies of cooperative group work, dyads, and peer tutoring and less competitive and individual work early on in the curriculum. Gradually, more field-independent instructional strategies are introduced to help the student become more balanced and to provide them with strategies necessary for coping in the working environment outside the program.

5.0 Learning Modalities

Learning is dependent upon the individual's capacity to assemble sensations from the environment. An individual's learning style or sensory preference is concerned with information regarding which way a student receives, understands and remembers the language stimuli. Logan (1973, 48) explained:

> We know, for instance, that certain students learn best audially. They have to "hear it" before it really "registers" and is retained. Other students learn best visually. If we try to teach them through the ear, we find them creating their own visual system to aid them in comprehending. Thus, in the audio-lingual years of the 1950's and early 1960's, where language was not presented visually until after many weeks, many students devised their own phonetic spelling of the language. They were eye, not ear, oriented.

Students are not only ear and eye oriented in their use of senses; some students are kinesthetically or tactually oriented as well, and respond more favorably to actually doing something or touching objects. When we look at the possible options available to teacher and students in the modern classroom, there are four major options: written, sound, pictorial, or kinesthetic.

Some students may be equally able to process information in all modes, and others may rely more heavily on one mode. And yet others may have three preferred modes and one non-preferred mode. Through that non-preferred mode, they may have difficulty discriminating and remembering information input. These factors may have been determined by the way the student learned as a child, or by the type of educational system in his native culture, or by the importance of various senses in his native language culture.

There is a plethora of teaching methodologies ranging from straight oral lecture to use of physical response conditioning through the kinesthetic modality. Many teachers teach in different ways or styles, but primarily they teach in the way they learned most easily--whether that be through the written word, through an oral/aural approach, through visual aids, or through action. We are sometimes amazed that a lesson which worked with one student or in one class didn't work with another. Dunn and Dunn (1975, 38) commented on the issue that confronts us in education today as follows:

> The truth is that many of the current educational programs, if done well, will suit a child if they and he are properly matched. Each program represents a basic philosophy which assumes that most children learn in a pattern represented by that approach. Whether that philosophy and the teaching methods it advocates are good for individual children depends solely on the ways in which each youngster learns most easily.

5.1. Diagnosis. Recognizing the importance of this critical variable to instruction, the next concern is diagnosis. There are a variety of approaches that have been suggested but none till now have been specifically designed for nonnative speakers of English. Reviewing the various procedures and assumptions on which they are based allows us to determine the utility for this target population.

Some initial work in this area reported by Reinert (1976) has met with success in placing students in foreign language curriculum based on pattern of internalization of words. Based on newly emerging research on electrical functioning in dominant brain hemispheres, he developed a word association test which determined if students processed meaning through a mental image of either a picture or a spelled-out word, or through sound without visualization, or through kinesthetic involvement. The results of this test determined the placement of students in different individualized foreign language programs in which the input material was offered through the student's preferred modality (ies). Although useful for FL instruction where native language background is the same, this type of procedure is not immediately adaptable to students with different language backgrounds and/or where students may not be familiar with all the words. Its utility, therefore, is dependent on the English proficiency level of the student.

Another preliminary endeavor in this area was in the form of a questionnaire developed by Dunn and Dunn (1975) which diagnosed student learning style on the basis of responses to questions regarding preferred ways of learning. The Dunn and Dunn (1975) questionnaire is limited even when translated for students for two reasons: 1) students tend to respond according to what they think the teacher expects and, 2) it assumes that students are familiar with a wide variety of materials and approaches, and can actually access and report these preferences.

Another less formal method is the interview approach suggested by Len Sperry (1973). He suggests that the teacher question the student about a movie recently seen. By asking questions such as "What impressed you the most about the movie?" and "What do you remember most?" Sperry (1973, 479) suggested: "Recollection of dialogue and musical score indicates the auditory modality; of scenery and action, visual modality; of the movement, texture and choreography, the kinesthetic modality." Sperry also suggested observing the student's actual behavior as follows:

> Does the student easily remember jokes, anecdotes, and speeches (auditory), or does he more easily remember written sources of information as being found on a particular page in a particular book (visual)? Does the student better remember subject matter as a result of listening to lectures and participating in discussion (auditory), focusing on diagrams and reading from the blackboard or textbook (visual), or underlining the text and doing such activities as walking around while reading the text (kinesthetic)?

While the less formal approach may be a useful validation of more formal test results, it assumes 1) that the teacher is fluent enough in the language to conduct the interview and/or that the students are fluent and, 2) that the teacher has acutally been with the students long enough to observe their learning behavior. Consequently, it is of minimal utility for placement in new programs and in situations where the teacher may not be fluent in the student's native language.

With the limitations of these different procedures to various groups of students, we decided to develop a diagnostic instrument which requires limited familiarity with the target language and which could be easily administered at the beginning of a course in a group setting. Rather than relying on previous patterns of association in English and the use of the English language, the learning task is approached directly by having students learn a simple language-related task in which the input modality is varied to parallel the four relevant modalities.

The learning task consists of presenting students with a paired associate format in which written, oral, design, or action input is paired with a printed response which consists of three English letters in the consonant-vowel-consonant format.* The test is videotaped and takes approximately 40 minutes to complete. It would possibly be misleading for us to present final results here since we are redesigning and modifying the test based on pilot data collected with 209 subjects during the 1977-78 academic year. However, it is illustrative to look at the data for a class of Puerto Rican and South American Hispanic women to see where this research can lead.

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*For a detailed presentation of test design see Findley, Nathan, Marlier, 1978, Learning Modality Preference Test: An Experimental Investigation of Preference in Four Modes, Boston, Northeastern University, unpublished manuscript.

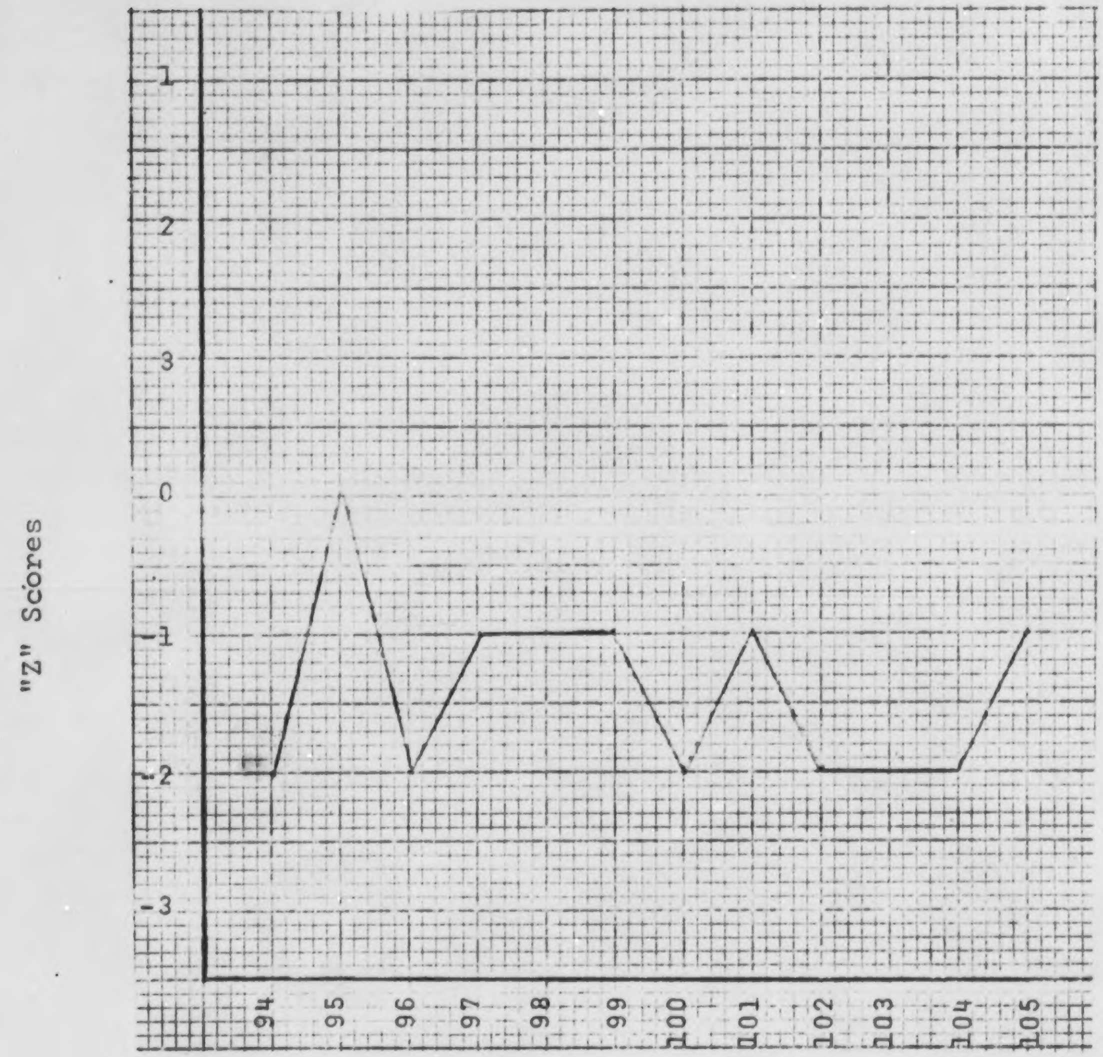
5.2 Results for Hispanic Women. The scores on each section of the videotape test were converted into standard "Z" scores. A score of +2 or +3 or -2 or -3 indicates a significant difference from the mean of the population. These are of extreme importance. Of less significance, but of interest, are scores in the -1 or +1 range for a student. The following graphs give a picture of the results on one low-level ESL class. Figure 1 charts the "Z" scores on the Written mode of the test. Notice that each of the students registered below the total sample mean.

Figure 2 charts the "Z" scores on the Sound mode of the test. The students were less likely to disprefer sound than the written mode when we compared figure 1 with figure 2.

Figure 3 charts the "Z" scores on the Design mode of the test.

Figure 4 charts the "Z" scores on the Action mode of the test. The students in this group were significantly more likely to disprefer action compared to sound or design. As is noted, the individual patterns for the students is less varied in figure 1 and figure 4.

FIGURE 1 - Graph of "Z" scores on Written section of test for sample ESL class.



Students by number

FIGURE 2 - Graph of "Z" scores on Sound section of test for sample ESL class.

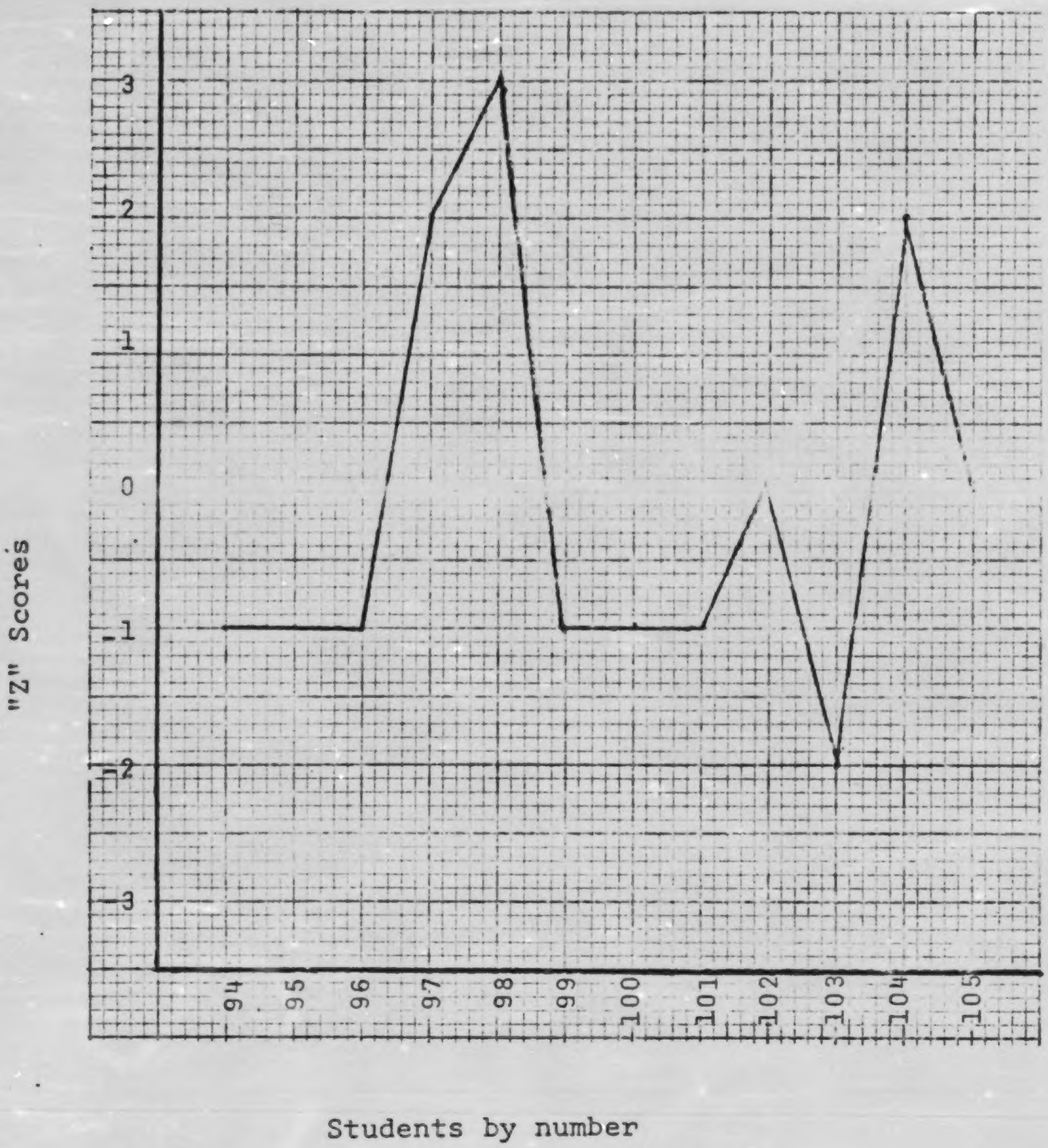


FIGURE 3 - Graph of "Z" scores on Design section of test for sample ESL class.

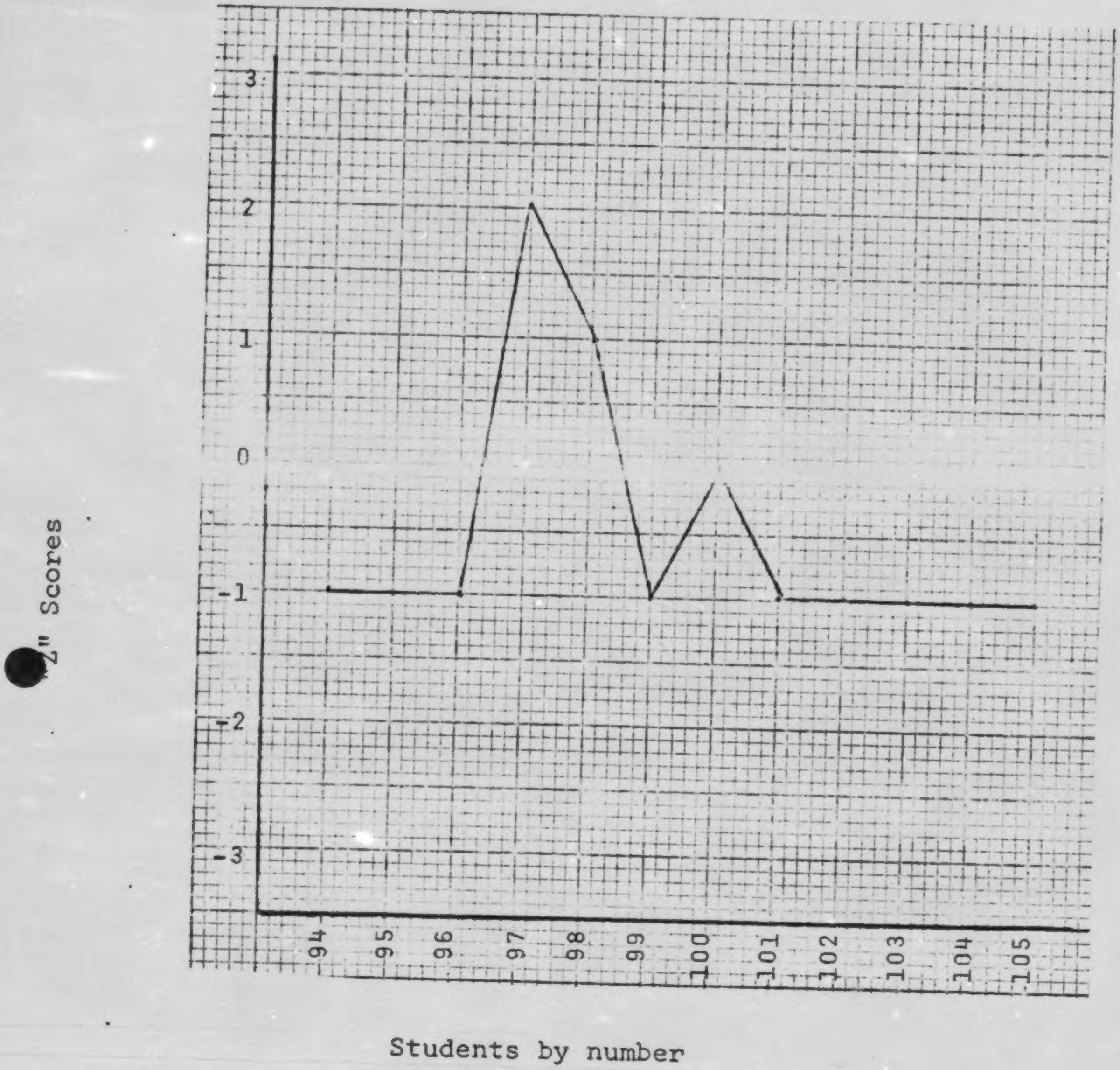
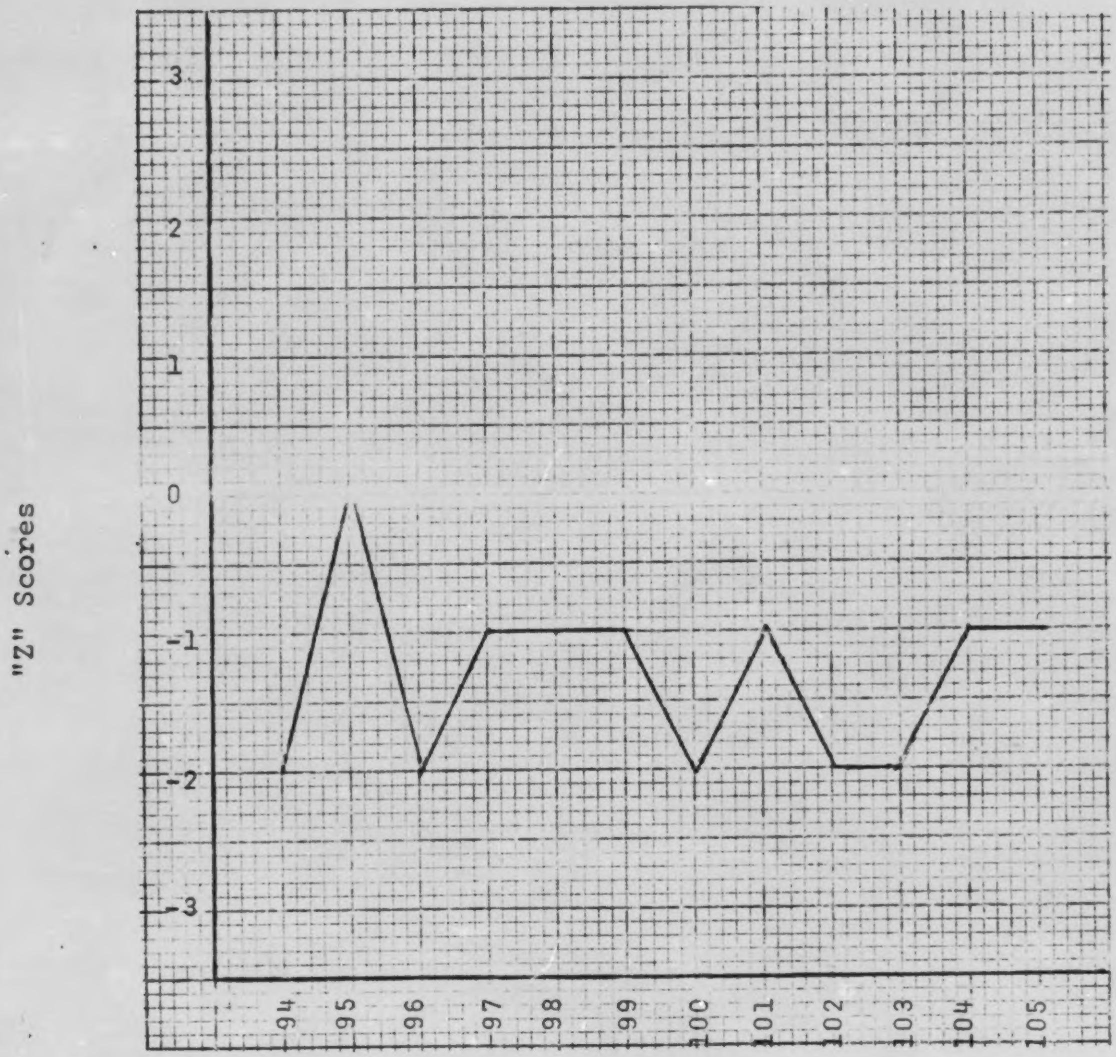


FIGURE 4 - Graph of "Z" scores on Action section of test for sample ESL class.



But the value of this test does not rest in making generalizations about student populations as groups. Rather, the results allow us to look at individual subjects and which modes of instruction they would function in most successfully. If an individual indicates no disprefered mode, then a teacher can assign work equally in all modes. If an individual indicates a dispreference in one or more modes, then the teacher can avoid the mode of instruction for the introduction of new material or to provide remedial instruction. When teaching to the entire group, the teacher can determine which students should be grouped together or which students in a pre-determined group will need special attention in a particular mode. The assumption here is that the further the individual varies from the mean, the stronger or weaker will be that mode of learning for the individual.

In every class that was tested, the instructor was also asked to take the test. The results strongly indicated that teachers, like students, have preferred and dispreferred modalities. Most assuredly, the teacher must develop an awareness of his teaching style and the modality employed. Teaching, afterall, involves a flexibility and a sensitivity to student differences. Teachers who may be rigidly limited to one methodological approach would profit from experiencing, analyzing, and adapting methodologies in relation to sensory modalities.

Besides student and teacher assessment, the concept of modality is useful to analyze current popular teaching approaches and methods. Determining what modality is preferred by a particular methods aids in the matching and grouping of students with materials and teachers. The chart below classifies materials according to which modality they employ.

TABLE 1.--Summary of materials with associated modalities*

Materials	Modalities		
	Vis	Aud	Kin
Demonstrations with real objects	X	X	X
3-D models, mockups	X	X	X
Games, simulations	X	X	X
Sound/slide program	X	X	
Filmstrip, cassett/record	X	X	
TV broadcast, closed circuit	X	X	
Video and/or audio recorder	X	X	
Film, 16mm, sound	X	X	
Film loop, film strip, slides	X		
Overhead transparencies	X		
Books, magazines, texts	X		
Manuals, workbooks	X		
Newspapers, cartoons	X		
2-D displays, charts, posters	X		
Drawings, photographs	X		
Opaque Projectuals	X		
Telephone, Intercom		X	

All in all, the more attention we pay to student differences, teacher differences, and material differences, the more successful we will be in providing the best learning situation for students in our classes.

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*Adapted from M. LeRoy Reynolds, 1973, Office and Business Occupations Cluster Guide. Mt. Pleasant, Michigan, Central Michigan University, 109.

In each aspect of the curriculum package we have attempted as much as possible to include appropriate materials from different modalities and media insofar as that material was available. In each task, the modality or media is indicated with the suggested material.

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CHAPTER III

CULTURAL DEMOCRACY

A Philosophy in Bilingual Education

Recognizing the failure of the "melting pot" philosophy in contemporary society as it relates to a large number of ethnic groups, particularly Puerto Rican migrants to the mainland U.S. and Mexican-American immigrants, we recognize and endorse the validity of a philosophy of cultural democracy. Cultural democracy, along with cultural pluralism, were first advocated in the early 1920's: cultural democracy by Drachsler (1920) and cultural pluralism by Kallen (1924). Cultural democracy as a contemporary philosophy, explained by Manuel Ramierz III and Alfredo Castaneda (1974, 35), asserts that an individual can remain identified with the lifestyles and values of his home neighborhood while he becomes familiar with the lifestyle and values of the mainstream American middle-class. Ramirez and Castaneda (1974, 23) report on three posters supplied by the Office of Civil Rights, Department of Health, Education and Welfare, for distribution in the Southwest which exemplify this message. The posters distributed in Spanish have the following captions: "Yo tengo derecho a mi idioma y mi cultural," "Saber mi idioma y mi culture me ayuda a ser un buen ciudadano," and "El Acta de los Derechos Civiles de 1964 protege mis derechos de poder hablar mi idioma y de continuar mi cultura." "The implications of the Civil Rights posters refer to the legal rights of individuals to be different while at the same time being a responsible member of a larger society."

The philosophy of cultural democracy has broad implications, not only for educational institutions, but also for the individual and society. Gordon (1964, 262-263) clarified the implication as follows:

> . . . since ethnic communality rests principally on personal choices in primary group relations and private organizational affiliations, it falls well within the scope of those areas of free choice guaranteed by democartic values. Reversing the coin, however, we must also point out that democratic values prescribe free choice not only for groups but also for individuals. That is, the individual, as he matures and reaches the age where rational decision is feasible, should be allowed to choose freely whether to remain within the boundaries of communality created by his birthright ethnic group, to branch out into multiple interethnic contacts, or even to change affiliation to that of another ethnic group should he wish to do so as a result of religious conversion, intermarriage, or simply private wish. If, to the contrary, the ethnic group places such heavy pressures on its birthright members to stay confined to ethnic communality that the individual who consciously wishes to "branch out" or "move away" feels intimidated or subject to major feelings of personal guilt and therefore remains ethnically enclosed, or moves but at considerable psychological cost, then we have, in effect, cultural democracy for groups but not for individuals.

Development of the understanding of values for groups and individual students is critical to the teacher and program designer working with student populations that may come from different socio-economic and cultural backgrounds. In order to provide for cultural democracy, i.e., the right to be a member of the cultural community of choice with self-respect and dignity, the educator must be aware of what practices unconsciously attempt to stamp out valued cultural components and stifle the growth and free choice of the student.

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CHAPTER IV

OVERVIEW OF CURRICULUM

The program is set up as a competency-based program to operate within a regular semester structure. However, since the objectives are specified in terms of individual competency statements, the instruction can easily and efficiently operate in an individualized or modular format. A successful completion of the courses for each semester prepares the student for different entry-level office positions.

The first semester takes the students with minimal skills and prepares him/her for an entry level filing or mailroom position. It even provides a typing experience that many not be required of these positions but it offers the students a little extra background. One of the rationale for introducing typing at this level is to prepare those who want to continue studying for the second semester in the courses leading to general office clerical positions. Basic instruction in ESL and ESP allows the students to increase their functional language ability for general and specific purposes. Basic arithmetic--addition, subtraction, multiplication and division are integrated into actual classroom instruction in relation to mail processing rather than being treated as an isolated course. Students receive instruction in Spanish language and culture which is designed to develop personal and cultural awareness as well as specific clerically related skills required of bilingual office workers.

The second semester courses prepare the students for the more skilled position of clerical typists at the entry level. Students who desire to continue may enroll for additional training beyond entry level.

During the two semesters of 13 weeks each, the students complete approximately 620 total hours of direct classroom instruction which is supplemented by out-of-class labs and tutorials.

First Semester:

1. Office Procedures, Filing and Mail Handling; 5 hours a week. (65 class hours)
2. Typing, Keyboard control in English and Spanish, 5 hours a week plus I.P.M. labs. (65 class hours)
3. English as a Second Language: 5 hours a week plus tutorial and lab. (65 class hours)
4. English for Specific Purposes, Clerical, 5 hours a week. (65 class hours)
5. Spanish: 3 hours a week plus tutorial. (40 class hours)

Second Semester:

1. Office Procedures, General Office Clerk: 5 hours a week. (65 class hours)

2. Typing: Production Typing in English and Spanish, 5 hours a week plus I.P.M. labs. (65 class hours)

3. English as a Second Language: 5 hours a week plus tutorial and lab. (65 class hours)

4. English for Specific Purposes, Clerical, 5 hours a week. (65 class hours)

5. Spanish: 3 hours a week plus tutorial. (40 class hours)

Objectives for each unit of instruction are included on the following pages.

In addition to the structured training provided in this criterion referenced format, the students receive individual and small group counseling to prepare them for entry into the labor force. While individual personal counseling is available to the students throughout the training program, job related counseling is scheduled in the last weeks of the training program when it is most meaningful to the students. Topics include resume writing, filling out applications, job search strategies, practice interviewing, techniques of employer contact, and rights and responsibilities on the job. As the student participates s/he is encouraged to clarify work goals and sets realistic personal goals. A bilingual job developer with the assistance of the bilingual student services counselor assists the students in these aspects of personal career development not included in the structured curriculum. Available to the students as preparation, reinforcement, and source material for these sessions is the World of Work

(El Mundo Del Trabajo, I and II, 1975)* on audio tape.

In order to monitor student progress, provide for student feedback on instruction, and teacher evaluation of materials, three simple forms are utilized with the curriculum materials. Form 1, Registro del Progreso del Estudiante, provides summary information on student progress for each task objective. From 2, Evaluación semanal, is completed by the student for each class at the end of each week to provide feedback to the instructor. Form 3, Instructor Progress and Evaluation, provides information on accomplishments and difficulties for the week as well as feedback on materials and resources for each lesson. This data is utilized by the program director to provide assistance to individual instructors and to modify training objectives and procedures. The three forms combined provide for student and instructor feedback on a weekly basis so that alternative strategies of training can be instituted in an ongoing, dynamic training program.

For individuals working in learning environments that require the issuing of grades, it is possible to assign point values to each of the objectives listed in the curriculum. By assigning higher values to primary objectives and lesser values to subobjectives, the instructor can award students grades on the basis of number of objectives actually completed. If grading is employed, it should be stressed to students that they are not competing with other students but with themselves to master the task required in the objective.

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*Available from Educational Resources Division, Educational Design, Inc., 47 W 13 St., New York 10011.

FORM 1--Registro del Progreso del Estudiante

NOMBRE______________ CLASE______________ HOJA________DE________

NOMBRE Y NUMERO DE OBJETIVO	FECHA DE EVALUACIÓN (verifique si el criterio se haya cumplido)				CONFERENCIAS ESTABLECIDAS CON EL MAESTRO		FECHA DE EVALUACIÓN (verifique si el criterio se haya cumplido			FECHA EN QUE SE PASÓ EL EXAMEN/PUNTOS
					FECHA	HORA				

Form 2--Evaluación semanal

Clase: ____

Conteste las preguntas siguientes:

1. ¿Cuál fue su problema más grande en la clase esta semana?
2. ¿Que encontró Ud. bueno en la instrucción o en las actividades?
3. ¿Que encontró Ud. malo en la instrucción o en las actividades?
4. ¿Cuantos objetivos ha completado usted esta semana?
5. Para los objetivos no completados, ¿Que ayuda necesita? (a) ¿Qué podría usted hacer? (b) ¿Qué podría hacer el maestro?

Mi opinión general de la clase esta semana:

bueno ____ ____ ____ ____ malo

aburrido ____ ____ ____ ____ interesante

útil ____ ____ ____ ____ inútil

difícil ____ ____ ____ ____ fácil

Student completes this form for each class at the end of the week. The information allows the instructor to change teaching strategies or provide assistance and clarification for problem areas.

Form 3--Instructor Progress and Evaluation Report

Name________________________________ Week of______________________________

Class_______________________________

PRIMARY OBJECTIVE NUMBER____________________ NUMBER OF STUDENTS ATTEMPTING EVALUATION______

Statement of Objective NUMBER OF STUDENTS DEMONSTRATING PROFICIENCY___

clear___ ___ ___ ___ ___unclear

FREQUENCY OF EVALUATIONS PER STUDENT

# of Evaluations per Objective	# of Students
1	______
2	______
3	______
4	______

Evaluation Procedure

clear___ ___ ___ ___ ___unclear

Instructional Methods

appropriate___ ___ ___ ___ ___inappropriate

Instructional Materials

appropriate___ ___ ___ ___ ___inappropriate

Additional Materials Needed (or Developed):____

____

Additional Sub-Objectives Needed (or Developed):____________________________________

____

Additional Instructional Methods Needed (or Developed):______________________________

____

Additional Suggestions or Aides:____

____

CHAPTER V

OFFICE PROCEDURES

Office Procedures is designed to provide the necessary clerical skills to function successfully in an entry level position. This course, along with Typing course, provides training in job related tasks, carefully identified for this curriculum. Students also receive specialized, job related, language instruction in English for Specific Purposes and in Spanish.

Overall training is divided into 5 essential units or global objectives. Each global objective is divided into tasks, specified as the primary training objectives. Instructional methodology, suggested materials, and precise evaluation procedures are provided for each primary objective. En route, or subobjectives, have been identified for each primary objective. Visually, the approach might be represented by a pyramid with all of the subobjectives forming the base leading to the top, primary objective. Students entering the training program with previous clerical training or work experience may be able to demonstrate proficiency on the primary objectives without first demonstrating proficiency on all related subobjectives. However, the majority of students in the target population are without previous training and must acquire proficiency on all the subobjectives before they are ready for a primary task objective evaluation.

Mailroom supplies, simulation filing sets, and telephone practice equipment provide the basic resources for the course. The hands-on resources are supplemented by printed texts: General Office Procedures for Colleges, Prácticas de Oficina, Curso Práctico de Archivo, and various U.S. Postal Service documents.

Objectives included in the course:

I. Mail handling

- A. compute postage for out-going domestic mail
- B. prepare small packages for mailing
- C. compute postage for specialized mail
- D. compute postage for international mail
- E. use zip code directory
- F. prepare incoming mail

II. Filing

- A. index for alphabetic filing
- B. file alphabetically
- C. file numerically
- D. retrieve files

III. Using telephone

- A. place calls
- B. calculate rates and time zones
- C. answer phone and take messages

IV. Filling out forms

- A. complete inventories and purchase requisitions
- B. keep check record book and write checks
- C. keep petty cash records

V. Using simple office machines and equipment

- A. identify machines and equipment
- B. use 10 key adding machine
- C. make Xerox copies

OFFICE PROCEDURE

Global Objective: Mail Handling

TASKS:

1.0 compute postage for out-going domestic mail*

2.0 prepare small packages for mailing*

3.0 computer postage for specialized mail*

4.0 compute postage for international mail*

5.0 use zip code directory*

6.0 prepared incoming mail*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

MAIL HANDLING: Sub-Objectives

MANEJO DE LA CORRESPONDENCIA: Sub-Objetivos

*1.0

Given 10 pieces of domestic mail with a description of contents, postal scale, rate chart, and postage meter machine, learner will determine the appropriate class, compute correct postage, and set the meter for appropriate postage and select either letter or tape setting for all pieces in 20 minutes with 90% accuracy.

Al recibir 10 ejemplos de correspondencia doméstica, más una descripción del contenido, más una balanza postal, una lista de tarifas, y la franqueadora automática, el estudiante determinará la clase de correspondencia, computando el franqueo correcto y preparará la máquina para uso directo en la carta o para uso indirecto en una cinta, para toda la correspondencia dentro de 20 minutos con 90% de exactitud.

Evaluation

Learner is presented with sample sets of mail including at least 2 from each class and one each of 3rd and 4th class mail with "letter enclosed." Learner is instructed to compute postage and set postage meter for each piece. Scoring: 40 points total; 1 point for proper class determination for each piece, 1 point for weight, 1 point for proper computation of postage, 1 point for use of meter to print postage or tape. (Criterion: 36 points.)

1.1

Given sorting baskets and 10 pieces of domestic mail with a description of the contents and weight, learner will identify each piece as either 1st, 2nd, 3rd, or 4th class mail by placing each piece in the appropriate basket in 10 minutes with 90% accuracy.

Trabajando con 4 bandejas apropiadamente marcadas, más 10 ejemplo de correspondencia doméstica con una descripción del contenido y el peso, el estudiante identificará cada ejemplo por su clase postal (primera, segunda, tercera o cuarta) colocando cada una en la bandeja apropiada dentro de 10 minutos con 90% de exactitud.

Evaluation

Learner is presented with four sorting baskets labeled 1st, 2nd, 3rd, and 4th class, a set of 10, different sized pieces of mail with 2 pieces of each class. Learner is instructed to place each piece in the appropriate basket. Scoring: 10 points total, 1 point for each piece of mail properly sorted. (Criterion: 9 points.)

1.2

Given a postal scale and rate chart and 5 letters of differing weights marked 1st class, learner will weigh each and compute the postage with 80% accuracy in 15 minutes.

Trabajando con una bandeja postal y una lista de las tarifas, más 5 cartas de pesos diferentes marcadas "primera clase," el estudiante pesará cada una computando el franqueo correspondiente con 80% de exactitud dentro de 15 minutos.

Evaluation

Learner is given the following letters: (1) less than loz., (2) between 1 and 2 ozs., (3) 3 ozs., (4) between 4 ozs. and 5 ozs., and (5) between 9 and 10 ozs., and a rate chart. Learner is instructed to weigh each piece and write both weight and postage on an answer sheet. Scoring: 10 points total, 1 point for correct weight within 1/2 oz. and 1 point for correct postage. (Criterion: 8 points.)

1.3

Given rate chart, postal scale, and 5 magazines or newspapers, learner will weigh each and compute the postage with 80% accuracy in 10 minutes.

Trabajando con una lista de las tarifas postales y una balanza postal, más 5 revistas o periódicos, el estudiante pesará cada uno computando el franqueo correspondiente con 80% de exactitud.

Evaluation

Learner is provided with newspapers or magazines as follows: (1) between 9 and 10 ozs., (2) over 2 but less than 3 ozs., (3) between 4 and 5 ozs., (4) between 9 and 10 ozs., and (5) between 15 and 16 ozs. Learner is instructed to weigh each piece and compute postage. Scoring: 10 points total, 1 point for each piece weighed with no more than 1/2 oz. error, 1 point for correct postage. (Criterion: 8 points.)

1.4

Given rate chart, postal scale, and a college circular, a catalog, a seed package, a small box of plant cuttings, and a small package of bulbs, each weighing less than 16 ozs., learner will weigh objects and compute postage with 80% accuracy in 15 minutes.

Al referirse a una lista de tarifas postales y usando una balanza postal y los siguientes materiales: un folleto escolar, un catálogo, un paquete de semillas, una caja pequeña de tallos y un paquete pequeño de bulbos, de los cuales ninguno pesa más de 16 onzas, el estudiante pesará los objetos mencionados para computar el franqueo con 80% de exactitud en 15 minutos.

Evaluation

Learner is presented with (1) college circular between 6 and 8 ozs., (2) a catalog between 12 and 14 ozs., (3) a seed package less than 2 ozs., (4) plant cuttings between 8 and 10 ozs., and (5) bulbs over 14 but less than 16 ozs. Learner is instructed to compute weight and postage. Scoring: 10 points, 1 point for each weight correct within the 2 oz. division, and 1 point for correct postage. (Criterion: 8 points.)

1.5

Given rate chart, scale, zone chart, and 5 average sized parcels of over 1 pound, with addresses, learner will weigh the parcels, determine zone, and compute postage with 80% accuracy in 20 minutes.

Al referirse a una lista de tarifas postales y usando una balanza postal, más un gráfico de zonas postales y 5 paquetes pequeños que pesan más de una libra cada uno con las direcciones y impresas, el estudiante pesará los paquetes y determinará la zona para así computar el franqueo con 80% de exactitud.

Evaluation

Learner is presented with the following: (1) 2 pounds to zip code 40023, (2) 10 pound parcel to zip code 74500, (3) 3 pound parcel to zip code 97300, (4) 15 pound package to zip code 89061, (5) 17 pound parcel to zip code 52617. Using a rate chart, scale, and zone chart, learner is instructed to determine the weight, zone, and postage for each parcel. Scoring: 15 points possible; 1 point for weight within 1/2 oz., 1 point for correct zone, and 1 point for correct postage. (Criterion: 12 points.)

1.6

Given postage meter, 5 letters, and 5 small parcels with postage indicated, learner will set the meter for appropriate postage and select either tape or letter for the different pieces with 80% accuracy in 5 minutes.

Presentado con una franqueadora automática, 5 cartas y 5 paquetes pequeños con el franqueo ya indicado, el estudiante alistará la franqueadora para el franqueo apropiado, seleccionando el monto de imprenta (directo o indirecto) para los distintos ejemplos con 80% de exactitud dentro de 5 minutos.

Evaluation

Learner is presented with 5 letters with postage of $0.15, $0.28, $0.41, $2.15, and $0.95 and small packages with postage of $1.71, $2.96, $2.01, $10.16, and $6.67. Learner is instructed to set the meter for the correct postage and select either tape or letter for each piece. Scoring: 20 points total, 1 point for correct postage and 1 point for selecting letter for each letter and tape for each parcel. (Criterion: 16 points.)

1.7

Given 5 sample postage problems which include weight in ounces and postage cost for first ounce and additional ounces, learner will multiply postage cost per additional ounce and add it to first ounce postage cost to compute the total postage for all problems with 100% accuracy.

Al considerar 5 problemas de franqueo que requieren el peso en onzas, el costo de franqueo para la primera onza, más onzas adicionales, el estudiante multiplicará el costo del franqueo para cada onza adicional sumando el resultado al monto para la primera onza para así computar el costo del franqueo para cada ejemplo dado con 100% de exactitud.

Evaluation

Learner is presented with 5 sample postage problems which include the ounce weight for each letter, postage cost of first ounce and additional ounces. Learner is instructed to compute the total postage due for each letter. Scoring: 5 points total, 1 point for the correct amount of postage due on each letter. (Criterion: 5 points.)

1.8

Given 5 sample postage problems which include postage fee, a special delivery fee, and an insurance fee, learner will add the three to determine total amount to be paid for all letters with 100% accuracy.

Al considerar 5 problemas del franqueo donde se haya indicado el costo del franqueo básico más el costo para la entrega inmediata, más el costo de seguro, el estudiante sumará las tres cantidades para así determinar el costo total a cobrar para todas las cartas con 100% de exactitud.

Evaluation

Learner is presented with 5 sample postage problems which include regular postage fee, a special delivery fee, and an insurance fee. Learner is instructed to add the three amounts and record the total amount to be paid. Scoring: 5 point total, 1 point for each correct addition. (Criterion: 5 points.)

*2.0

Given 2 small objects and all necessary packaging supplies, learner will wrap the object with cushion paper, select a box, tape the top, bottom, and edge, and address and affix a label with 90% accuracy.

Presentado con dos objetos pequeños y todo lo que se necesita para mandarlo por correo, el estudiante empaquetará cada objeto envolviendo primero con papel de protección seleccionando una caja pegándola con cinta en la tapa, el fondo y los lados escribiendo la dirección en un marbete para después pegarlo al paquete con 90% de exactitud.

Evaluation

Learner is presented with 2 small objects and all necessary packaging supplies. Learner is instructed to prepare the objects for mailing. Scoring: 10 points total; 1 point for correct size box, 1 point for cushioning so there is no rattle, 1 point for tape across top and bottom, 1 point for tape along edges with no loose or overhanding pieces, and 1 point for properly filling out To/From on address label and attaching it to package. (Criterion: 9 points.)

*3.0

Given postage rate chart, scale, and 10 pieces of mail of different classes with special services of: (1) special delivery, (2) special handling, (3) registered, (4) certified with return receipt, and (5) insured, learner will weigh each item and determine postage fee for each with 90% accuracy in 30 minutes.

Refiriéndose a una lista de tarifas postales y usando una balanza, más diez ejemplos de correspondencia de distintas clases con servicios especiales de (1) entrega inmediate, (2) manejo especial, (3) registrado, (4) asegurado, el estudiante pesará cada artículo para así determinar el franqueo para cada uno con 90% de exactitud dentro de 30 minutos.

Evaluation

Learner is presented with scale, rate chart, and the following pieces of mail:

(1) 4th class with address, 8 lbs., special handling
(2) 4th class with address, 3 ozs., special delivery
(3) 1st class 3 ozs., special delivery
(4) 1st class 8 ozs., value $300, registered
(5) 1st class, 4 ozs., value $300, registered
(6) 3rd class, between 8 and 10 ozs., value $10, insured
(7) 3rd class, between 10 and 12 ozs., value $100, registered
(8) 3rd class, between 8 and 10 ozs., special handling
(9) 1st class (priority mail) with address, 10 lbs., value $200, insured
(10) 3rd class, 6 to 8 ozs., certified.

Learner is instructed to weigh each item, compute the postage, and calculate the fee for special services according to the chart. Scoring: 30 points total; 1 point for correct weight within 1/2 oz., 1 point for correct postage, and 1 point for correct fee. (Criterion: 27 points.)

3.1

Given scale, rate, and fee information, and 5 first class letters of differing weights marked special delivery, learner will weigh each, compute the postage, and determine the total postage fee for all letters with 80% accuracy in 20 minutes.

Al trabajar con una balanza y la lista de tarifas y cobros postales, más 5 cartas de primera clase distintos pesos marcados "entrega inmediata" el estudiante pesará cada una computando el franqueo y determinando el cobro total para cada carta con 80% de exactitud.

Evaluation

Learner is presented with the following: (1) letter of 3 ozs., (2) letter of 1-1/2 ozs., (3) large envelope of 1-1/2 lbs., (4) small 1st class parcel (priority mail) of 8 lbs. (marked for local zone), (5) small 1st class package (priority mail) of 2 lbs (marked for zone 8). Learner is instructed to weigh, compute the postage, and determine the special delivery fee for each piece of mail. Scoring: 15 points; 1 point for weight within 1/2 oz., 1 point for correct postage, and 1 point for fee. (Criterion: 12 points.)

3.2

Given scale, rate, and fee information and 5 pieces of 1st class mail of differing weights marked for certified with return receipt for "whom and when delivered," learner will weigh, compute postage, and determine the fee for all pieces with 80% accuracy in 20 minutes.

Al trabajar con una balanza y la lista de tarifas y cobros postales, más 5 ejemplos de correspondencia de primera clase de varios pesos marcados, "certificado con aviso de recibo" con la opción de "a quién y cuándo fue entregado," el estudiante los pesará para computar el franqueo y así determinar el cobro total para cada ejemplo con 80% de exactitud dentro de 20 minutos.

Evaluation

Learner is presented with the following: (1) letter of 3 ozs., (2) letter of 1-1/2 ozs., (3) large envelope of 1-1/2 lbs., (4) 1st class package (priority mail) of 8 lbs. (marked for local zone), (5) small 1st class package (priority mail) of 2 lbs. (marked for zone 8). Learner is instructed to weigh, compute postage, and determinte the certified fee for each. Scoring: 15 points; 1 point for weight within 1/2 oz., 1 point for correct postage, and 1 point for fee. (Criterion: 12 points.)

3.3

Given scale and rate and fee information, 5 pieces of 3rd class mail of differing weights marked special handling, learner will weigh each, compute postage, and determine fee with 80% accuracy in 20 minutes.

Al trabajar con una balanza y la lista de tarifa y cobros postales, más 5 ejemplos de correspondencia de tercera clase de pesos distintos marcados "manejo especial," el estudiante pesará cada uno para computar el franqueo y así determinar el cobro total para cada ejemplo con 80% de exactitud.

Evaluation

Learner is presented with the following: (1) small book of 9 ozs., (2) package of bulbs of 11 ozs., (3) merchandise of 3-1/2 ozs., (4) catalogue of 7 ozs., and (5) plant cuttings of 5 ozs. Learner is instructed to weigh each, compute postage, and determine the special handling fee for each. Scoring: 15 points total; 1 point for weight within 1/2 oz., 1 point for correct postage and 1 point for fee. (Criterion: 12 points.)

3.4

Given fee, rate information, and 5 small packages with value indicated for each, learner will determine the registry fee with 80% accuracy in 5 minutes.

Al considerar la información de tarifa y cobros postales, más 5 paquetes pequeños con el valor indicado para cada uno, el estudiante determinará los costos para registar cada paquete con 80% de exactitud dentro de cinco minutos.

Evaluation

Learner is presented with packages of the following values: (1) $50, (2) $800, (3) $200, (4) $150, and (5) $950. Learner is instructed to determine the registry fees for each. Scoring: 5 points total, 1 point for each correct fee. (Criterion: 4 points.)

3.5

Given fee and rate information and 5 small packages with value indicated for each, learner will determine fees for insuring each package with 80% accuracy in 5 minutes.

Al considerar la información de tarifa y cobros postales, más 5 paquetes pequeños con el valor indicado para cada uno, el estudiante determinará las tarifas para asegurar cada paquete con un 80% de exactitud dentro de 5 minutos.

Evaluation

Learner is presented with packages with the following values: (1) $10, (2) $15.50, (3) $155, (4) $200, and (5) $350. Learner is instructed to determine fee for insuring each at indicated value. Scoring: 5 points total, 1 point for each correct fee. (Criterion: 4 points.)

*4.0

Given postal scale, rate chart, and 10 pieces of international airmail addressed to various countries, learner will weigh mail and compute postage with 90% accuracy in 20 minutes.

Al trabajar con una balanza postal, una lista de tarifas postales, más 10 ejemplos de correspondencias correo aéreo internaciónal destinadas a varios países, el estudiante los pesará para computar el franqueo con 90% de exactitud dentro de 20 minutos.

Evaluation

Learner is presented with mail and weights to countries as follows: (1) Canada, 4 ozs., (2) Mexico, 6 ozs., (3) Venezuela, 1-1/2 ozs., (4) Bermuda, 3 ozs., (5) Colombia, 1 ozs., (6) Germany, 1-1/2 ozs., (7) Spain, 6 ozs., (8) Israel, 1 oz., (9) Australia, 4 ozs., (10) England, 3 ozs. Learner is instructed to weigh each item and determine postage. Scoring: 20 points total, 1 point for each weighing correct with 1/4 oz., and 1 point for each correct postage. (Criterion: 18 points.)

4.1

Given a scale and rate chart and 5 pieces of mail addressed to Mexico, learner will weigh mail and compute postage with 80% accuracy in 10 minutes.

Al trabajar con una balanza y una lista de tarifas postales más 5 ejemplos de correo destinados a México, el estudiante los pesará para computar el franqueo con 80% de exactitud dentro de 10 minutos.

Evaluation

Learner is presented with mail addressed to Mexico of the following weights: 1-1/2 ozs., 1/2 oz., 2-1/2 ozs., 3 ozs., and 10 ozs. Learner is instructed to compute postage for each piece. Scoring: 10 points total, 1 point for each correct weight within 1/2 oz. and 1 point for correct postage. (Criterion: 8 points.)

4.2

Given a scale, rate chart, and 5 pieces of airmail addressed to Central or South America, learner will weigh each and compute postage with 80% accuracy in 10 minutes.

Al trabajar con balanza, una lista de tarifas postales más 5 ejemplos de correo aéreo destinados a América del Sur o a América Central, el estudiante los pesará para computar el franqueo con 80% de exactitud dentro de 10 minutos.

Evaluation

Learner is presented with the following pieces of mail: (1) Brazil, 1-1/2 ozs., (2) Colombia, 2-1/2 ozs., (3) Argentina, 1 oz., (4) Venezuela, 6 ozs., and (5) Dominican Republic, 2 ozs. Learner is instructed to weigh each piece and compute postage. Scoring: 10 points total, 1 point for correct weight within 1/4 ounce, 1 point for correct postage. (Criterion: 8 points.)

4.3

Given scale, rate chart, and 5 pieces of airmail addressed to countries in Europe and Asia, learner will weigh each and compute postage with 80% accuracy in 10 minutes.

Al trabajar con balanza, una lista de tarifas postales más 5 ejemplos de correo aéreo destinado a países en Europa y Asia, el estudiante los pesará para computar el franqueo con 80% de exactitud dentro de 10 minutos.

Evaluation

Learner is presented with the following pieces of mail: (1) Spain, 1/2 oz., (2) Germany, 3 ozs., (3) France, 7 ozs., (4) Thailand, 2-1/2 ozs., and (5) England, 1 oz. Learner is instructed to weigh and compute postage for each piece of mail. Scoring: 10 points total, 1 point for correct weight within 1/4 oz. and 1 point for correct postage. (Criterion: 8 points.)

*5.0

Given a zip code directory and 10 addresses selected from any of the 50 states, Puerto Rico, and the Virgin Islands, student will write the two letter state codes and the zip codes for all addresses with 90% accuracy in 20 minutes.

Al consultar la guía de zonas postales (Zip Code) más las direcciones de 10 lugares en cualquiera de los 50 estados de los EE. UU., en Puerto Rico o las Islas Virgenes, el estudiante apuntará la abreviatura de dos letras del estado seguidas por los números del código (Zip Code) para todas las direcciones con 90% de exactitud dentro de 20 minutos.

Evaluation

Learner is presented with three addresses in small cities and 1 address each for: Puerto Rico; Virgin Islands; New York City, New York; Boston, Massachusetts; Chicago, Illinois; Hawaii; Alaska. Learner is instructed to write the two letter state code and zip code for each address. Scoring: 30 points total; 1 point for each correct state code and 2 points for each correct zip code. (Criterion: 27 points.)

5.1

Given a matching test consisting of 10 state names and 10 two letter state codes, learner will correctly match the state name with the state code with 80% accuracy in 5 minutes.

Al estudiar una hoja en la cual aparecen una lista de 10 nombres dos estados más otra lista de claves postales de dos letras para los mismos, el estudiante relacionará correctamente el nombre del estado con la clave postal con 80% de exactitud dentro de 5 minutos.

Evaluation

Learner is presented with this list of states and two letter codes: (1) Texas, Virginia, Massachusetts, Puerto Rico, California, New Mexico, New York, Minnesota, New Jersey, Florida, and (2) TX, VA, MA, PR, CA, NM, NY, MN, NJ, FL. Learner is instructed to match state with the code. Scoring:

10 points total, 1 point for each code correctly matched with the code of the state. (Criterion: 8 points.)

5.2

Given a list of zip codes for cities in Massachusetts, and 10 cities in Massachusetts and 10 zip codes, learner will match zip codes with cities with 80% accuracy in 5 minutes.

Al considerar una lista de claves postales (zip code) para unas ciudades de Massachusetts y una lista de 10 ciudades en Massachusetts más otra lista de diez zip codes, el estudiante relacionará los "zip codes" con las ciudades con 80% de exactitud dentro de 5 minutos.

Evaluation

Learner is presented with the following list of zip codes and cities: Provincetown, Marshfield, Woods Hole, Nantucket, Chelmsford, Foxboro, Hyannis, Walpole, Plymouth, Marblehead, and 02657, 02050, 02543, 02544, 01824, 02035, 02601, 02081, 02360, 01945. Learner is instructed to match the zip code with the city. Scoring: 10 points total, 1 point for each zip code correctly matched with the city. (Criterion: 8 points.)

*6.0

I--Given 30 pieces of incoming mail for all classes, student will sort mail by category into labeled baskets and fill-in a mail record for all "special mail" with 95% accuracy in 20 minutes.

II--Given 30 pieces of incoming mail including 3 pieces of mail with wrong address and a personnel list for the company, student will properly sort the mail for distribution by arranging mail for each department in a stack with all registered, certified, special delivery, telegrams, and international mail on top, following in order by first class, interoffice, fourth, third, and second class mail with 90% accuracy in 20 minutes.

I--Al analizar 30 ejemplos de correspondencias canceladas de todas clases, el estudiante las separará para la distribución echándolas en bandejas marcadas y llevando un record de toda la "correspondencia especial" con 95% de exactitud dentro de 20 minutos.

II--Al analizar 30 ejemplos de correspondencias canceladas, entre ellos 3 con una dirección incorrecta, más una lista del personal de la compañía, el estudiante los separará para la distribución según el departamento así primero el correo registrado, después el de entrega inmediata, déspués los telegramas y el aéreo internacional, todo ello seguido por la correspondencia de primera clase, la interna y las de cuarta, tercera y segunda clase con 90% de exactitud dentro de 20 minutos.

Evaluation

I--Learner is presented with a mail register form and sample mail which includes certified mail, telegrams, first, second, third, and fourth class, international, and interoffice mail. Five pieces of mail are marked for a "special" service. Learner is instructed to sort each into the appropriate basket and fill in the mail register form for all special mail. Scoring: 35 points total, 1 point for each piece sorted into correct basket, and 1 point for each of the 5 special items recorded on register form. (Criterion: 33 points.)

II--Learner is given personnel list for company and a sample mail set as in 5.0-I addressed to workers or departments on the personnel list. Learner is instructed to sort the mail for each person and arrange in terms of priority with most important on top. Scoring: 30 points total; 1 point for each piece sorted correctly by individual/department, if properly sequenced by priority, and 1 point for each piece with wrong address placed in "Return to Post Office" box. (Criterion: 27 points.)

6.1

Given 15 pieces of mail--5 are special, 5 are first class, and 5 are 2nd class--learner will sort them in terms of priority with all special mail on top, followed by first and 2nd class with 80% accuracy in 5 minutes.

Al considerar 15 ejemplos de correspondencias, 5 especiales, 5 de primera clase y 5 de segunda clase, el estudiante los separará según la prioridad poniendo toda la correspondencia especial primero seguida por la de primera y de segunda clase con 80% de exactitud dentro de 5 minutos.

Evaluation

Learner is provided with mail set consisting of 5 pieces with "special" markings, 5 first class, and 5 second class pieces of mail. Learner is instructed to sort mail by priority. Scoring: 15 points total, 1 point for each piece in the appropriate order sequence. (Criterior: 12 points.)

6.2

Given leter opening machine and manual letter opener, time and date stamps, stapler, paper clips, transparent tape, and 10 sealed envelopes, learner will open the mail and date and time stamp all pieces that should be opened in 5 minutes with 90% accuracy.

Al encontrarse con una máquina abridora de cartas automática, una máquina abridora de cartas manuales, una fechadora, una marcadora de tiempo, una grapadora, unos sujetapapeles, cinta transparente engomada y diez sobres sellados, el estudiante abrirá la correspondencia permitida, poniéndole el tiempo y la fecha dentro de 5 minutos con 90% de exactitud.

Evaluation

Learner is presented with sample mail: 1 marked personal, 1 marked confidential, 5 with enclosures which will fit in electric opener, 3 which will not fit into electric opener with enclosures. Learner is instructed to open all letters that should be opened, and to date and time stamp each piece. Scoring: 25 points total; 5 letters with enclosures--1 point for use of electric opener; 1 point for date/time stamp, 1 point for attaching enclosures; 2 personal/confidential letters--2 points each if not opened; 3 letters for manual operation with enclosures--1 point for opening carefully, and 1 point for date/time stamp. (Criterion: 22 points.)

GLOBAL OBJECTIVE: Mail Handling

TASK(competency): 1.0 compute postage for out-going mail

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 10 pieces of domestic mail with a description of contents, postal scale, rate chart, and postage meter machine, learner will determine the appropriate class, compute correct postage, and set meter for appropriate postage and select either letter or tape setting for all pieces in 20 minutes with 90% accuracy.	-Bring in filled envelopes and packages and review carefully mail classification. Have learners determine type of mail inside by studying the postage on 1/2 of the samples. Using the other 1/2 of the samples, have learners determine the proper class by examining the contents. -Have learners practice using postage meter machine. -Have learners practice using postal scale frequently; insist on within 1/2 oz. accuracy.

EVALUATION
Learner is presented with sample sets of mail including at least 2 from each class and one each of 3rd and 4th class mail with "letter enclosed." Learner is instructed to compute postage and set postage meter for each piece. Scoring: 40 points total; 1 point for each proper computation, 1 point for each proper class determination, 1 point for each proper weight, and 1 point for each correct use of meter to print postage or tape. (Criterion: 36 points.)

LANGUAGE Vocabulary and Exponents	QUANTI IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
first, second, third, fourth class less than __ lbs., not more than __ lbs. not over (weighs) up to, up to but not including bulk rate nonprofit organization more than __ but not more than __ contents compute set the meter	addition of ounces and lbs. reading a scale addition of dollars and cents simple multiplication	-Actually handling the mail and using the postage machine is essential in this lesson. If a postage meter is not available, try to rent one; otherwise simulate one for use. It is important not to simply explain through pictures and charts. -Learners with mathematical problems should receive special assistance before attempting this objective.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
sample letters and packages	kin	
General Office Procedures, Unit 8	vis	23
postage scale	kin	
postage meter	kin	
domestic postage rates, fees, and information--Notice 59	vis	76
Supportive Instructional Materials		
Domestic Postage Rates, Fees, and Information--Poster 103	vis	77
Mathemáticas Para el Comercio	vis	60

GLOBAL OBJECTIVE: Mail Handling

TASK(competency): 2.0 Prepare small packages for mailing

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 2 small objects and all necessary packaging supplies, learner will wrap the object with cushion paper, select a box, tape the top, bottom, and edge of box, address and affix a label with 90% accuracy.	-Have learners view a videotape of correct and incorrect ways to package mail. -Place learners in dyads and have them practice wrapping packages. One will evaluate the other according to a checklist of postal department standards; then they switch roles.

EVALUATION
Learner is presented with 2 small objects and all necessary packaging supplies. Learner is instructed to prepare the objects for mailing. Scoring: 10 points total; 1 point for each correct size box, 1 point for each cushioning so there is no rattle, 1 point for each taping across top and bottom, 1 point for each taping along edges with no loose or overhanding pieces, and 1 point for properly filled out To/From on address label and attaching it to package. (Criterion: 8 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
box, cardboard gummed sealing tape brown wrapping paper string scotch tape, masking tape address labels rubber stamp and pad scissors Imperatives and relevant verbs cut, tear, wrap, seal, box, address, tie, tape Nouns used as verbs in context (list above)	estimation of linear dimensions estimation of object and container sizes	-It may prove useful to have someone from the postal department come into the classroom and talk about the problems encountered if parcels or letters are not properly wrapped and/or addressed.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
videotape	vis	
General Office Procedures, Unit 8	vis	23
"Packaging Tips from Parcel Post, Poster 74"	vis	71
scissors, rubber stamp, and pad	kin	
cushion/wrapping papers and boxes	kin	
gummed sealing tape and address labels	kin	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Mail Handling

TASK(competency): 3.0 Compute postage for specialized mail

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given postage rate chart, scale, and 10 pieces of mail of different classes with special services of: (1) special delivery, (2) special handling, (3) registered, (4) certified with return receipt, and (5) insured, learner will weigh each item and determine postage fee for each item with 90% accuracy in 30 minutes.	-Use overhead transparency to demonstrate use of rate charts. Have learners at screen to point out different rates for various special services. -Practice weighing letters on postal scale. -Role play postal teller in dyads: one works for post office, the other has pieces of mail and an evaluation sheet.

EVALUATION

Learner is presented with scale, rate chart, and the following pieces of mail: (1) 4th class with address, 8 lbs., special handling; (2) 4th class with address, 3 ozs., special delivery; (3) 1st class, 3 ozs., special delivery; (4) 1st class, 8 ozs., value $300, registered; (5) list class, 4 ozs., value $300, registered; (6) 3rd class, between 8 and 10 ozs., special handling; (7) 3rd class between 10 and 12 ozs., value $100, registered; (8) 3rd class between 8 and 10 ozs., special handling; (9) 1st class (priority mail) with address, 10 lbs., value $200, insured; and (10) 3rd class, 6 to 8 ozs., certified. Learner is instructed to weigh each item, compute the postage, and calculate the fee for special services according to the chart. Scoring: 30 points total; 1 point for each correct weight within 1/2 oz., 1 point for each correct postage, and 1 point for each correct fee. (Criterion: 27 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
special delivery special handling registered certified return receipt insure/insured C.O.D. compute sign fill in	weights addition of monetary units multiplication of monetary units	-It may be helpful to provide a Spanish translation of the more complex fees involved in this category. -Learners with limited mathematical ability will need special help with this objective.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
samples of specialized mail	kin	
General Office Procedure, Unit 8	vis	23
scale	kin	
"Domestic Postage Rates, Fees, and Information--Notice 59"	vis	76
"Servicios Postales Especiales"	vis	78
overhead projector		
Supportive Instructional Materials		
Domestic Postage Rates, Fees, and Information--Poster 103	vis	77
Mathemáticas Para el Comercio	vis	56

GLOBAL OBJECTIVE: Mail Handling

TASK(competency): 4.0 Compute postage for international mail

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given postal scale, rate chart, and 10 pieces of international airmail addressed to various countries, learner will weigh mail and compute postage with 90% accuracy in 20 minutes.	-Have student locate various countries and cities on a large globe or map. -Review mail rate to various countries. -Give learners sample mail sets with addresses to various countries. They are to sort mail according to different international rate categories.

EVALUATION

Learner is presented with mail, including weights, to 10 countries as follows: (1) Canada, 4 ozs., (2) Mexico, 6 ozs., (3) Venezuela, 1-1/2 ozs., (4) Bermuda, 3 ozs., (5) Colombia, 1 oz., (6) Germany, 1-1/2 ozs., (7) Spain, 6 ozs., (8) Israel, 1 oz., (9) Australia, 4 ozs., and (10) England, 3 ozs. Learner is instructed to weigh each item and determine postage. Scoring: 20 points total; 1 point for each weighing within 1/4 oz., and 1 point for each correct postage. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
major geographic divisions of the world and major cities	addition of ounces and pounds reading a scale addition of dollars and cents simple multiplication	-Ask learners to save any international mail they receive. Begin a stamp collection to decorate the room if you feel it will motivate the learners. The purpose of all this is to get them to recognize and be familiar with international mail and approximate postage rates.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
world map or globe	vis	
"International Postage Rates and Fees--Publication 51"	vis	73
postal scale and meter	kin	
sample mail	kin	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Mail Handling

TASK(competency): 5.0 Use zip code directory

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a zip code directory and 10 addresses selected from any of the 50 states, Puerto Rico, and the Virgin Islands, learner will write the two letter state codes and the zip codes for all addresses with 90% accuracy in 20 minutes.	-Use of the zip code directory may be demonstrated with an overhead projector and a transposed directory page to transparency. -Review rules for alphabetizing so learners use directory efficiently.

EVALUATION

Learner is presented with three addresses in small cities and 1 address each for: Puerto Rico; Virgin Islands; New York City, New York; Boston, Massachusetts; Chicago, Illinois; Hawaii; and Alaska. Learner is instructed to write the two letter state code and zip code for each address. Scoring: 30 points total; 1 point for each correct state code and 2 points for each correct zip code. (Criterion: 27 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
names of states and two letter abbreviations abbreviations (receptive knowledge) sta--station Br--branch Ave--avenue St.--street Hwy--highway Ctr--center Ter--terrace Dr--drive Rd--road Sq--square Hts--heights Ct--court		-Learners who have difficulty using ZIP code directory probably ave difficulty in alphabetizing. Refer to ESP section.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Office Arrow U.S. Postal Zip Code Directory	vis	52
overhead transparency and projector	vis	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Mail Handling

TASK(competency): 6.0 Prepare incoming mail

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
I--Given 30 pieces of incoming mail of all classes, learner will sort mail by category into labeled baskets and fill-in a mail record for all "special mail" with 95% accuracy in 20 minutes. II--Given 30 pieces of incoming, including 3 items with wrong address, and a personnel list for the company, learner will properly sort mail for distribution by arranging mail for each department in a stack with registered, certified, special delivery, telegrams, and international mail on top, followed in order by 1st class, interoffice, 4th, 3rd, and 2nd class mail with 90% accuracy in 20 minutes.	-Have learners practice sorting mail by class into labeled baskets so they can easily and quickly recognize the different classifications of mail. -Give learners a set of mail addressed to 5 or 6 different people, including different classifications. Have learners sort mail for each person, then arrange stacks by priority. -Give learners 10 letters with various special services marked on the envelopes and have them practice making entries on mail register form.

EVALUATION

I--Learner is presented with a mail register form and sample mail which includes: certified, telegrams, 1st, 2nd, 3rd, and 4th class, international, and interoffice mail. Five pieces of mail are marked for a special service. Learner is instructed to sort mail into appropriate baskets and fill in register form for all special mail. Scoring: 35 points total; 1 point for each correctly sorted piece, and 1 point for each properly recorded piece of special mail (Criterion: 35 points.)

II--Learner is given a company personnel list and a sample mail set (see 5.0-I) addressed to workers or departments on the personnel list. Learner is instructed to sort mail for each person and arrange in priority terms with most important mail on top. Scoring: 30 points total; 1 point for each piece correctly sorted by individual department, if properly sequenced by priority, and 1 point for each piece with wrong address placed in "Return to P.O." box. (Criterion: 27 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
incoming/outgoing mail classes 1-4 certified telegram mail register form rubber bands address versus addressee tray, basket, bin referral slip routing slip "opened by mistake" verbs sort refer route bind circulate		-Learners should practice with actual mail sets frequently. Learners who master the objective early are usually quite willing to serve as tutors for others.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
General Office Procedures, Unit 9	vis	23
sorting baskets	kin	
sample mail sets	kin	
Supportive Instructional Materials		
Prácticas de Oficina, Chapter 5	vis	18

OFFICE PROCEDURES

Global Objectives: Filing

TASKS:

1.0 index for alphabetic filing*

2.0 file alphabetically*

3.0 file numerically*

4.0 retrieve files*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

FILING: Sub-Objectives

ARCHIVO: Sub-Objetivos

*1.0

Given a list of 25 personal and company names, learner will rewrite each item in correct order for alphabetic filing with 90% accuracy in 15 minutes.

Al estudiar una lista de 25 nombres personales y comerciales, el estudiante escribirá de nuevo cada uno en el orden correcto para archivarse alfabéticamente dentro de 15 minutos con 90% de exactitud.

Evaluation

Learner is presented with list of 25 names of people and companies the indexing of which requires the utilizing of the major rules of indexing. Learner is instructed to write each name in correct order for alphabetic filing. Scoring: 25 points total; 1 point for each name in correct order. (Criterion: 22 points.)

1.1

Given a list of the full names of 10 persons, including middle name or initial, learner will write all names in correct order for alphabetic filing with 80% accuracy in 5 minutes.

Al estudiar una lista de los nombres completos de diez personas incluyendo el primer nombre, el segundo nombre, o inicial, y el apellido, el estudiante escribirá todos los nombres en orden correcto para archivarse alfabéticamente con 80% de exactitud dentro de 5 minutos.

Evaluation

Learner is presented with a list of the full names of 10 persons which includes either middle name or initial. Learner is instructed to write each name in correct order for alphabetic filing. Scoring: 10 points total; 1 point for each name written in the order of surname, given name, middle name or initial. (Criterion: 8 points.)

1.2

Given a list of 10 given and surnames and the titles

--Sir, Dr., Mr., Mrs., Capt., Miss, Ms., Professor, and 2 religious titles--learner will write each name in correct order for alphabetic filing with 80% accuracy in 5 minutes.

Al estudiar una lista de diez nombres completos juntos con los títulos Sir., Dr., Mr., Mrs., Capt., Miss, Mrs., Professor y dos títulos religiosos, el estudiante escribirá cada nombre en orden correcto para archivarse alfabéticamente con 80% de exactitud dentro de 5 minutos.

Evaluation

Learner is presented with a list of 10 names, surname and given; each name includes a title; learner is instructed to write each name in correct, alphabetic filing order. Scoring: 10 points total; 1 point for each name arranged in correct order, i.e., all titles except religious titles: surname, given name, title. Religious names order: titles first, followed by given name. (Criterion: 8 points.)

1.3

Given names of 5 persons, given and surnames which begin with D', De, L, Mc, and O', learner will write the names in correct alphabetic filing order with 80% accuracy in 5 minutes.

Al estudiar los nombres completos de 5 personas cuyos apellidos empiezan con D', De, Le, Mc, y O' el estudiante escribirá los nombres en orden correcto para archivarse alfabéticamente con 80% de exactitud dentro de cinco minutos.

Evaluation

Learner is presented with names of 5 persons, given and surnames beginning with D', De, L, Mc, and O', and instructed to write the names in correct filing order. Scoring: 5 points total; 1 point for each name written in correct order, i.e., all initial prefixes remaining with the surname, followed by given name. (Criterion: 4 points.)

1.4

Given 5 company names preceded by The with the name of a person included in the company name, student will write the name in correct alphabetic filing order with 80% accuracy in 5 minutes.

Al estudiar 5 nombres de compañías precedidas por el artículo "The," incluyendo el nombre de una persona, el estudiante escribirá el nombre en el orden correcto de archivo alfabético.

Evaluation

Learner is presented with list of 5 company names, preceded by The and the name of a person as part of the company name. Learner is instructed to write the names in correct, alphabetic filing order. Scoring: 5 points total; 1 point for each name in correct order, i.e., surname, given name, followed by Company (The). (Criterion: 4 points.)

1.5

Given 5 company names followed by Sons, Inc., Bros., Co., and Ltd. with the name of a person included in the company name, learner will write the name in correct, alphabetic filing order with 80% accuracy in 5 minutes.

Al considerar 5 nombres comerciales sequidos por las palabras Son., Inc., Bros., Co., y Ltd. incluyendo el nombre de una persona, el estudiante escribirá el nombre en el orden correcto de archivo alfabético con 80% de exactitud dentro de 5 minutos.

Evaluation

Learner is presented with list of 5 company names followed by Sons, Inc., Bros., Co., and Ltd. with the name of a person as part of the company name. Learner is instructed to write the names in correct order, i.e., surname, given name, followed by the abbreviation written out. (Criterion: 4 points.)

1.6

Given the names of 10 government offices, 5 for state, 5 for U.S. government, learner will write the names in correct, alphabetic filing order with 80% accuracy in 10 minutes.

Al considerar los nombres de 10 oficinas del gobierno, de los cuales 5 son estatales y 5 federales (o sea del gobierno central de los Estados Unidos), el estudiante escribirá los nombres en el orden correcto de archivo alfabético con 80% de exactitud dentro de 5 minutos.

Evaluation

Learner is presented with names of 5 state government offices and 5 U.S. government offices and is instructed to write them in correct, alphabetic filing order. Scoring: 10 points total; 1 point for each name in correct order, i.e., for state government: Department of Justice, State of Indiana: Indiana, State, Justice Department; and for the federal government: U.S. Department of Agriculture; United States Government, Agriculture Department. (Criterion: 8 points.)

*2.0

Given a simulation file kit with alphabetic guides and 40 previously indexed documents, learner will file the documents in 15 minutes with 97% accuracy.

Trabajando con un juego de archivo que contiene las guías alfabéticas y 40 documentos anteriormente preparados para archivarse, el estudiante archivará los documentos dentro de 15 minutos con 97% de exactitud.

Evaluation

Learner is presented with a simulation file kit with alphabetic guides containing other documents previously filed, and 40 miniature documents or cards previously indexed for alphabetic filing. Learner is instructed to file the 40 documents in the correct order. Each document to be filed should have a signal attached to the upper corner for easy scoring. Scoring: 40 points total; 1 point for each document in the correct alphabetical order in the kit. (Criterion: 38 points.)

2.1

Given 10 4x6 cards with the same surname but with different given names, learner will arrange the cards in correct alphabetic order in 5 minutes with 90% accuracy.

Al estudiar 10 tarjetas de 4" x 6" donde aparecen el mismo apellido pero con nombres de pila distintos, el estudiante los ordenará en order alfabético correcto dentro de 5 minutos con 90% de exactitud.

Evaluation

Learner is presented with 10 cards with the same surname but with different given names. Learner is instructed to arrange the cards in correct alphabetical order. Scoring: 10 points total; 1 point for each card in correct alphabetical order. (Criterion: 9 points.)

2.2

Given 10 4x6 cards with surnames all beginning with the same initial letter, learner will arrange the cards in correct alphabetic order in 5 minutes with 80% accuracy.

Al estudiar 10 tarjetas de 4" x 6" donde todos los apellidos empezando con la misma letra, el estudiante las ordenará en orden alfabético correcto dentro de 5 minutos con 80% de exactitud.

Evaluation

Learner is presented with 10 cards with surnames all beginning with the same initial letter but different second and third letters. Learner is instructed to arrange the 10 cards in correct alphabetic order. Scoring: 10 points total; 1 point for each card in the correct alphabetical order. (Criterion: 8 points.)

*3.0

Given a simulation filing kit containing numeric guides and 35 previously coded documents, learner will file the documents in 15 minutes with 97% accuracy.

Trabajando con un juego de archivo que contiene las guías numéricas y 35 documentos anteriormente clasificados, el estudiante archivará los documentos dentro de 5 minutos con 97% de exactitud.

Evaluation

Learner is presented with a simulation filing kit with numeric guides and containing other documents previously filed, and 35 miniature documents with numeric coding. Learner is instructed to file the 35 documents in correct order. Each document to be filed should have a signal attached to the upper corner for easy scoring. Scoring: 35 points total; 1 point for each document in the correct numerical order in the kit. (Criterion: 33 points.)

3.1

Given a printed sheet of 50 lines, each line having 3 different, 5 digit numbers, the learner will circle the largest number in each set in 15 minutes with 90% accuracy.

Al presentarse un papel de 50 líneas de 3 números de 5 dígitos cada una, el estudiante pondrá un círculo alrededor del número más grande en cada grupo dentro de 15 minutos con 90% de exactitud.

Evaluation

Learner is presented with a printed sheet of 50 lines. Each line has 3 different, 5 digit numbers. Learner is instructed to circle the largest number in each set. Scoring: 50 points total; 1 point for each number circled which is the largest on its line. (Criterion: 45 points.)

3.2

Given a printed sheet of 50 lines, each line having 3 different, 5 digit numbers which vary no more than 10 units each, learner will circle the middle amount in each set in 20 minutes with 90% accuracy.

Al presentarse un papel de 50 líneas de 3 números de 5 dígitos cada una que no varían por más que 10 unidades, el estudiante pondrá un círculo alrededor de la suma del segundo lugar en cada grupo dentro de 20 minutos con 90% de exactitud.

Evaluation

Learner is presented with a printed sheet of 50 lines. Each line has 3 different, 5 digit numbers which vary not more than 10 units. Learner is instructed to circle the middle amount in each set of 3 numbers. Scoring: 50 points total; 1 point for each middle number circled. (Criterion: 45 points.)

3.3

Given a set of 25 4x6 cards with various 2, 3, 4, and 5 digit numbers, learner will arrange the set in numerical sequence from smallest to largest with 90% accuracy in 15 minutes.

Al presentarse un juego de 24 tarjetas de 4" x 6" con varios números de 2, 3, 4, y 5 dígitos, el estudiante los ordenará del menor al mayor con 90% de exactitud dentro de 15 minutos.

Evaluation

Learner is presented with a set of 25 numerical cards with various 2, 3, 4, and 5 digit numbers. Learner is instructed to arrange the cards in numerical order beginning with the smallest number. Scoring: 25 points total; 1 point for each card in correct numerical sequence. (Criterion: 22 points.)

*4.0

Given a list of 50 social security numbers in numerical order from lowest to highest and corresponding persons'names, a simulation file kit arranged alphabetically, and 10 oral requests by social security number for files, the learner will locate each name in the alphabetical file in 2 minutes with 90% accuracy.

Trabajando con una lista de 50 números de seguro social en orden númerico ascendiente junto con los nombres de los inscritos correspondientes y un juego de archivo ordenado alfabéticamente, al recibir 10 peticiones orales para los archivos con sólo saber el número de seguro social, el estudiante encontrará cada nombre en dos minutos con 90% de exactitud.

Evaluation

Learner is presented with a list of 50 social security numbers arranged numerically, and which have corresponding names next to each number. Learner is also given a simulation file kit arranged alphabetically which includes all names. Learner is given 10 oral requests for files, identifying the account by social security number only. The number should be repeated only twice. Learner may write the numbers. Time limit for fulfilling each request should be maintained. Scoring: 10 points total; 1 point for each file retrieved within the time limit. (Criterion: 9 points.)

4.1

Given an oral reading of 10 social security numbers, each read twice, learner will write all numbers with 90% accuracy.

Al dictarse dos veces 10 números de seguro social, el estudiante los escribirá todos con 90% de exactitud.

Evaluation

Learner is presented with live or taped reading of 10 social security numbers, each read twice. Learner is instructed to write each number. Scoring: 10 points total; 1 point for each complete social security number correctly written. (Criterion: 9 points.)

4.2

Given one, written list of 50 social security numbers and corresponding names, and another, written list of 10 numbers only, learner will locate the correct name for each number, write the name beside the number with 90% accuracy in 10 minutes.

Presentado con una lista escrita de 50 números de seguro social con los nombres correspondientes y otra lista escrita de los 10 números sólos, el estudiante hallará el nombre correcto para cada número escribiéndolo al lado del número con 90% de exactitud dentro de 10 minutos.

Evaluation

Learner is presented with a list of 50 social security numbers arranged in numerical order and corresponding names. Learner is given a test sheet with 10 numbers and is instructed to write the correct name next to each number. Scoring: 10 points total; 1 point for each name correctly registered on test. (Criterion: 9 points.)

GLOBAL OBJECTIVE: Filing

TASK(competency): 1.0 Index for alphabetic filing

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a list of 25 personal and company names, learner will rewrite each item in correct order for alphabetic filing with 90% accuracy in 15 minutes.	-On index cards put first names and last names. Have students identify which are which. Put titles on other index cards. Have students rearrange names and titles in proper order for indexing. -Use overhead transparency with cut up sections for moving parts of names around. -Give students names already indexed--some correctly and some incorrectly. Have students identify the errors.

EVALUATION
Learner is presented with list of 25 names of people and companies the indexing of which requires the utilization of the major rules of indexing. Learner is instructed to write each name in correct order for alphabetic filing. Scoring: 25 points total; 1 point for each name in correct order. (Criterion: 22 points.)

LANGUAGE Vocabulary and Exponents	QUAN IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
titles and abbreviations--Dr., Jr., Sr., Mr., religious titles Lt., Co., Inc., Dept., Bros.		-The students generally have more problems with indexing items involving government offices and titles. Practice can be reinforced in ESP and typing courses.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Progressive Filing, Chapter 1	vis	33
Curso Práctico de Archivo, pp. 5-50	vis	34
General Office Procedures, pp. 107-10	vis	23
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Filing

TASK(competency): 2.0 File alphabetically

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a simulation file kit with alphabetic guides and 40 previously indexed documents, learner will file the documents in 15 minutes with 97% accuracy.	-Have students practice recognizing where in the alphabet a particular letter falls by using index cards with a letter on each. -Instruct students to alphabetize by 1 letter at first, then by 2 letters, then three. -Practice alphabetizing using different objects: letters, file folders, index cards, books, students in the room. -Have students practice singing the alphabet song. -Give students a deck of cards with the 26 letters of the alphabet arranged in random order. Have the students sort them into 2 piles for first and second half of the alphabet then into 4 piles for 1st, 2nd, 3rd, and last quarter of the alphabet.

EVALUATION

Learner is presented with a simulation file kit wich alphabetic guides containing other documents previously filed, and 40 miniature documents or cards previously indexed for alphabetic filing. Learner is instructed to file the 40 documents in the correct order. Each document to be filed should have a signal attached to the upper corner for each scoring. Scoring: 40 points total; 1 point for each document in the correct alphabetical order in the kit. (Criterion: 38 points.)

LANGUAGE Vocabulary and Exponents	QUAN[illegible]IVE Numerical and Mathematical	SUGGESTIONS and COMMEN
alphabetic guide alphabetize in order by section		-Students need to practice filing with folders of different size and shapes so that their manual dexterity and confidence in any situation is increased.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Progressive Filing, pp. 31-36	vis	33
Curso Práctico de Archivo, 1-50	vis	34
index cards	kin	
sample letters or file folders for alphabetizing	kin	
Supportive Instructional Materials		
Curso Práctico de Archivo, "trajetas de archivo y correspondencia en minature" practice set	kin	34
Progressive Filing Practice Set, alphabetic section	vis	35

GLOBAL OBJECTIVE: Filing

TASK(competency): 3.0 file numerically

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a simulation filing kit containing numeric guides and 35 previously coded documents, learner will file the documents in 15 minutes with 97% accuracy.	-Use sample documents numerically filed, for example, policies, orders, stock inventory, court cases, contracts, voucher numbers, etc. Have students locate numbers on documents which filing system uses. -Have filing boxes and cabinets available for students to practice with. -Have files set up with some documents which are incorrectly filed. Have students detect errors. -Have students work in dyads (peer tutoring) in order to help the students who are learning at a slower rate. Have dyadic partners evaluate each other. -Give students list of numbers in 3 number sets. Have students identify the highest or lowest numbers in each set.

EVALUATION

Learner is presented with a simulation filing kit which numeric guides and containing other documents previously filed, and 35 miniature documents with numeric coding. Learner is instructed to file the 35 documents in correct order. Each document to be filed should have a signal attached to the upper corner for easy scoring. Scoring: 35 points total, 1 point for each document in the correct numerical order in the kit. (Criterion: 33 points)

LANGUAGE Vocabulary and Exponents	QUAN TIVE Numerical and Mathematical	SUGGESTIONS and COMMEN
file in order by number by code voucher #'s purchase requisition #'s stock inventory cross-reference numeric/numerical	recognition of higher/lower numbers from list	-Stress the importance of accuracy and speed with students by having them try to locate a misfiled document in a file kit.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Progressive Filing, Chapter 6	vis	33
filing boxes and cabinets	kin	
sample items for filing	kin/vis	
Supportive Instructional Materials		
Progressive Filing Practice Set, numeric section		35

GLOBAL OBJECTIVE: Filing

TASK(competency): 4.0 retrieve files

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a list of 50 social security numbers in numerical order from lowest to highest and corresponding persons' names, a simulation file kit arranged alphabetically, and 10 oral requests by social security number for files, the learner will locate each name in the alphabetical file in 2 minutes with 90% accuracy.	-Have students practice in dyads requesting and retrieving files. One student has a list of files by name or number and another student has a simulation filing kit. -Have student practice locating names matching social security numbers by reading off a social security number and having students write the name of the person who has the social security number. -Have students in the class say their social security number while the other students write the number.

EVALUATION
Learner is presented with a list of 50 social security numbers arranged numerically, and which have corresponding name next to each number. Learner is also given a simulation file kit arranged alphabetically which includes all names. Learner is given 10 oral requests for files, identifying the account by social security number only. The number should be repeated only twice. Learner may write the numbers. Time limit for fulfilling each request should be maintained. Scoring: 10 points total, 1 point for each file retrieved within the time limit. (Criterion: 9 points)

LANGUAGE Vocabulary and Exponents	QUANTI VE Numerical and Mathematical	SUGGESTIONS and COMMENT
receptive competence of terms of requests "May I have . . ." "Give me . . ." "Do you have . . ." "Could I have . . ." "Would you find/give me . . ." "Would you be so kind as to give me . . ."	receptive competence of series of numbers	-Since many students have trouble recording long series of numbers, ample practice should be provided. -Students are sometimes embarrassed to ask a person to repeat a request. It is important for students to practice requesting additional information if they are unsure and to repeat the numbers to insure accuracy.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
General Office Procedure, Unit 10	vis	23
Progressive Filing, Chapter 6	vis	33
Progressive Filing Practice Set	kin	35
Supportive Instructional Materials		

OFFICE PROCEDURES

Global Objective: Using Telephone

TASKS:

1.0 place calls*

2.0 calculate rates and time zones*

3.0 answer phone and take messages*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

USING TELEPHONE: Sub-Objectives

USANDO EL TELEFONO: Sub-Objectives

*1.0

Given a telephone assimilator and 10 telephone calling situations prepared by the instructor, learner will execute the calls with 90% accuracy.

Trabajando con un teléfono de prácticas más 10 situaciones telefónicas preparadas por el maestro, el estudiante hará las llamadas con 90% exactitud.

Evaluation

Learner is instructed to place each of the following types of calls: (1) Office phone to outside number, (2) one extention to another, intra-office, (3) long distance, station-to-station, (4) long distance, person-to-person, (5) long distance, collect, (6) local directory assistance and record number, (7) call to disconnected number, record new number, (8) an overseas call, (9) directory assistance in another state, record number, and (10) toll free number and request specified information. Learner is supplied with the specific numbers and is directed to place each call. Teacher or aide should interact with each student as s/he places the calls and score the learner both for correct dialing and appropriate speech. Scoring: 24 points total, 1 point for each correct dialing and 2 points for each speech. The first 3 situations require only dialing, the other 7 require both dialing and speaking. (Criterion: 21 points.)

1.1

Given a situation in which learner is orally directed to place a station-to-station, long distance call, learner will do so with 100% accuracy within 2 minutes.

All mandarse oralmente a hacer una llamada de teléfono a teléfono de larga distancia, el estudiante lo hará con 100% de exactitud dentro de dos minutos.

Evaluation

Learner is asked to place a call to a large department store in another state to obtain the price of an item.

Learner is given the number, including area code, ard a telephone assimilator. Time: 2 minutes. Criterion: learner dials the number direct after dialing "1" for the station-to-station line.

1.2

Given a situation in which the learner is orally directed to place an inter-office call, learner will do so with 100% accuracy within 1 minute.

Al mandarse oralmente a hacer una llamada interna, el estudiante lo hará con 100% de exactitud.

Evaluation

Learner is asked to place a call to an office within the school. Leanrer is given the extension number and a telephone. Time: 1 minute. (Criterion: learner correctly dials the extension number direct.)

1.3

Given a situation in which learner is directed to place a local call from an office phone, learner will do so with 100% accuracy within 2 minutes.

Al mandarse a hacer una llamada local usando un teléfono de la oficina, el estudiante lo hará con 100% de exactitud.

Evaluation

Learner is asked to place a call to the local city library. Learner is given the phone number and an office phone. Time: 2 minutes. (Criterion: learner will correctly dial outside number after dialing "9) to get an outside line.)

1.4

Given a situation in which learner is directed to call a toll-free, 800 number, learner will do so with 100% accuracy in 2 minutes.

Al mandarse a hacer una llamada sin cobro (el número 800), el estudiante lo hará con 100% de exactitud dentro de dos minutos.

Evaluation

Learner is asked to call a nationwide hotel chain reservation service at a toll-free, 800 number. Learner is given the number. Time: 2 minutes. (Criterion: learner correctly dials the number, preceded by dialing "1" to get a station-to-station line.)

1.5

Given 10 different situations in which a telephone call must be placed, learner will choose the appropriate type of call for each situation with 90% accuracy.

Al encontrarse frente a 10 situaciones diferentes en las cuales una llamada telefónica tiene que hacerse, el estudiante escojerá el tipo de llamada mas apropiado para cada situacion.

Evaluation

Learner is presented with a written test consisting of 10 situations requiring either station-to-station, operator assisted, or direct dial: (1) traveling salesman wishes to call home from a coin telephone, OA, (2) secretary wishes to call a branch office in another state, but doesn't know whom to speak to, SS, (3) mother wishes to call daughter in a college dorm with hall phones, OA, (4) a man needs to call a friend in another state from a coin phone, OA, (5) a clerk needs price information from a department store in another city, SS, (6) man needs to call home while visiting friends in another state and doesn't want his friends to pay, OA, (7) a person wishes to call overseas, OA, (8) a person wishes to speak with a friend who lives nearby, DD, (9) a person wishes to call a toll free number, SS, and (10) a person wishes to call for the local weather, DD.

Learner is instructed to select the least expensive call for the situation and indicate whether each situation involves a station-to-station, operator assistance, or direct dial type of call. Learner will place the appropriate initials next to each situation listed on the typed sheet, SS, OA, DD. Scoring: 10 points total, 1 point for each correct initial. (Criterion: 9 points.)

1.6

Given 5 cities in the United States, learner will locate the area code for each with the aid of the local telephone directory with 100% accuracy in 7 minutes.

Al considerar 5 ciudades de los Estados Unidos, el estudiante localizará la clave regional (area code) de cada una con la ayuda del directorio teléfonico local con 100% de exactitud dentro de siete minutos.

Evaluation

Learner is instructed to record the area code for New York City; Chicago, Illinois; Miami, Florida; San Juan, Puerto Rico; and Atlanta, Georgia. Scoring: 5 points total, 1 point for each correct area code. (Criterion: 5 points.)

*2.0

Given a telephone company rate chart, time zone map, and 5 sample calls listing: hour, day of week, city called, and type of call, learner will determine the time in the cities called and the cost of a 3 minute call with 90% accuracy in 15 minutes.

Al referirse a una lista de tarifas y cobros telefónicos y un mapa que muestra las zonas de tiempo más la siguiente información relacionada con 5 llamadas: la hora en que fue hecha, el día de la semana, la ciudad destinada y el tipo de llamada, el estudiante calculará el costo de cada llamada por 3 minutos con 90% de exactitud dentro de 15 minutos.

Evaluation

Learner is presented with the following calls from Boston: New York, 9 a.m., Monday, station-to-station, ($1.04); Houston, Texas, Sunday, 6 p.m., person-to-person, ($3.30); Seattle, Washington, Wednesday, station-to-station, collect, 11 p.m., ($2.25); Chicago, Illinois, 1 a.m., Saturday, station-to-station, ($.48) and New Orleans, Louisiana, 7 a.m., Monday, station-to-station, ($.50).

Learner is instructed to determine the time of day in the called city and how much a 3 minute call would cost. Scoring: 10 points total, 1 point for time of day and 1 point for correct rate. (Criterion: 9 points.)

2.1

Given a list of 5 calls from Boston to New York at different times a day, different days, learner will calculate the charge for a 3 minute call on each with 80% accuracy.

Al ver una lista de 5 llamadas de Boston a Nueva York a horas distintas y en días distintos el estudiante calculará el cobro para una llamada de 3 minutos para cada una con 80% de exactitud.

Evaluation

Learner is presented with a list of the following calls from Boston to New York: Monday, 11 a.m., station-to-station, ($1.04); Saturday, 11 p.m., station-to-station, ($.41); Saturday, 11 p.m., person-to-person, ($2.85); Wednesday, 1 a.m., station-to-station, ($.41), and Sunday, 10 a.m., person-to-person, ($2.85). Learner is instructed to determine the cost of a 3 minute call in each situation and to write the answer. Scoring: 5 points total, 1 point for each correct amount. (Criterion: 4 points.)

*3.0

Given a telephone assimilator, message pad and pencil, and 5 telephone calls, learner will answer the calls in English stating: (1) greeting, (2) name of company, (3) "May I help you?" and then, using the message pad, record, (4) person called, (5) date and time of call, (6) name of caller, (7) organizational/institutional affiliation of caller, (8) telephone number of caller, (9) record a simple message, (10) check appropriate boxes for the message, with 95% accuracy.

Trabajando con unos teléfonos de práctica, unos formularios para tomar mensajes telefónicos y un lápiz más cinco llamadas telefónicos, el estudiante atenderá las llamadas en inglés recordando mencionar (1) el saludo (2) el nombre de la compañía (3) ¿En qué le podría ayudar? (May I help you?) después utilizando los formularios de mensajes para apuntar (4) el nombre del que se busca (5) fecha y hora de la llamada (6) el nombre del que llama (7) a cuál compañía representa el que llama (8) el número telefónico del que llama (9) un mensaje sencillo para el destinario de la llamada (10) haber chequeado los lugares apropiados todo con 95% de exactitud.

Evaluation

Learner is informed s/he is working for a specific company and to answer phone ringing with appropriate greetings and to record vital data: name of person called, data and time of call, name of caller, affiliation of caller, telephone number of caller, any message, and to check appropriate boxes on the message pad. Teacher or aide should interact with learner in conducting each call. Scoring: 50 points total, 10 points for each call--1 point for each listed item in objective. (Criterion: 45 points.)

GLOBAL OBJECTIVE: Using Telephone

TASK(competency): 1.0 place calls

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a telephone assimilator and 10 telephone calling situations prepared by the instructor, learner will execute the calls with 90% accuracy.	-Use telephone assimilator to practice making calls. Have students evaluate each other with checklist. -Vary input by giving student handwritten memos or verbal instructions, or typed instructions to place different types of calls. -Tape record students' part of the simulated call for later self-evaluation. -Have students view live or videotaped demonstration of person placing calls incorrectly. Have them detect the errors.

EVALUATION
Learner is instructed to place each of the following types of calls: (1) Office phone to outside number, (2) one extension to another, intra-office, (3) long distance, station-to-station, (4) long distance, person-to-person, (5) long distance, collect, (6) local directory assistance and record number, (7) call to disconnected number, record new number, (8) an overseas call, (9) directory assistance in another state, record number, and (10) toll free number and request specified information. Learner is supplied with the specific numbers and is directed to place each call. Teacher or aide should interact with each student as s/he places the calls and score the learner both for correct dialing and appropriate speech. Scoring: 24 points total, 1 point for each correct dialing and 2 points for each speech. The first 3 situations require only dialing, the other 7 require both dialing and speaking. (Criterion: 21 points.)

LANGUAGE Vocabulary and Exponents	QUANTA VE Numerical and Mathematical	SUGGESTIONS and COMMENTS
telephone directory yellow pages area code station-to-station person-to-person direct-distance dialing collect local long distance toll free party/person called I want to place/make a(an) __________ call. May I have the number for __________.		-Be sure that students wait for dial tone before dialing and that they verify the number they are calling.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
General Office Procedures, Unit 11	vis	23
Teletrainer	kin	66
tape recorder	aud	
videotaped demonstration	vis	
Supportive Instructional Materials		
Telephone Directory	vis	
Prâcticas de Oficina, Chapter 4	vis	18

GLOBAL OBJECTIVE: Using Telephone

TASK(competency): 2.0 calculate rate and time zone for long distance calls

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a telephone company rate chart, time zone map, and 5 sample calls listing: hour, day of week, city called, and type of call, learner will determine the time in the cities called and the cost of a 3 minute call with 90% accuracy in 15 minutes.	-Students need to familiarize themselves with the location of states and their respective time zones. Use an overhead transparency to point out zones. -Use toy clock to change times. Have students determine what part of the country you are calling if it is ____ o'clock at that place and ______ at home. -Give one student a rate chart and another student a list of calls to different places at different times. Have the first student play operator and answer the other student's questions for rate information.

EVALUATION

Learner is presented with the following calls from Boston: New York, 9 a.m., Monday, station-to-station, ($1.04); Houston, Texas, Sunday, 6 p.m., person-to-person, ($3.30); Seattle, Washington, Wednesday, station-to-station, collect, 11 p.m., ($2.25); Chicago, Illinois, 1 a.m. Saturday, station-to-station, ($.50); New Orleans, La., 7 a.m., Monday, station-to-station, $.50. Learner is instructed to determine the time of day in the called city and how much a 3 minute call would cost. Scoring: 10 points total, 1 point for time of day and 1 point for correct rate. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUAN[illegible]IVE Numerical and Mathematical	SUGGESTIONS and COMMENT[illegible]
full rate dial direct operator assisted minimum rate chart initial period time zone--atlantic, Eastern, central, mountain and Pacific/ British Columbia weekday, evening, night and weekend discount legal holidays	reading rate charts and time zone map simple addition of dollars and cents	Review of directions N-S-E-W, etc. will prove useful.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Telephone Directory, rate-chart and zone map	vis	
toy clock	vis	
overhead projector	vis	
Supportive Instructional Materials		
Telephone Directory, rate chart and zone map in Spanish	vis	

GLOBAL OBJECTIVE: Using Telephone

TASK(competency): 3.0 answer phone and take messages

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a telephone assimilator, message pad and pencil, and 5 telephone calls, learner will answer the calls in English stating: (1) greeting, (2) name of company, (3) "May I help you?" and then, using the message pad, record, (4) person called, (5) date and time of call, (6) name of caller, (7) organizational/institutional affiliation of caller, (8) telephone number of caller, (9) record a simple message, (10) check appropriate boxes for the message, with 95% accuracy.	-Have students practice performing the task using the Teletrainer and role playing suggested in Teletraining for Business Studies: A Teacher's Guide. -Work in groups. Have one student role play receptionist and then make the calls. Then have students switch roles. Have students use peer evaluation sheets and rate each other. -Tape record the students in the role play so that they can listen to their interaction and observe problems.

EVALUATION
Learner is informed s/he is working for a specific company and to answer phone ringing with appropriate greetings and to record vital data: name of person called, date and time of call, name of caller, affiliation of caller, telephone number of caller, any message, and to check appropriate boxes on the message pad. Teacher or aide should interact with learner in conducting each call. Scoring: 50 points total, 10 points for each call--1 point for each listed item in objective. (Criterion: 45 points.)

LANGUAGE Vocabulary and Exponents	QUANT[illegible]VE Numerical and Mathematical	SUGGESTIONS and COMMENT
Message pad telephoned called to see you wants to see you please call will call again urgent returned your call "How do you spell------?"	hear and record telephone numbers	-As prerequisition skills the student must be able to spell common first and last names and comprehend and write simple messages. -Students with unintelligible speech should receive special assistance before and during the training for this task.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
General Office Procedure, Unit 11	vis	23
Teletrainer	kin	62
Supportive Instructional Materials		
Teletrainer for Business Studies: A Teacher's Guide (use of teletrainer and role playing)	vis	3
Prácticas de Oficina, Chapter 4	vis	18

OFFICE PROCEDURES

Global Objective: Filling Out Forms

TASKS:

1.0 complete inventories and purchase requisitions*

2.0 keep check record book and write checks*

3.0 keep petty cash records*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

FILLING OUT FORMS: Sub-Objectives

LLENANDO FORMULARIOS: Sub-Objectivos

*1.0

Given a simulated storage cabinet with a dozen coded items; an inventory sheet with columns listing items, minimum balance, and current balance; and a purchase requisition form, learner will be able to count the times, compute the current balance and fill-in the purchase requisition form in 30 minutes with 95% accuracy.

Al encontrar un gabinete para inventario que contiene doce artículos clasificados y un formulario para el control de inventario con tres columnas encabezadas "artículos" "saldo" "mínimo" y "saldo actual", más un formulario del orden de compra, el estudiante podrá contar los artículos, computar el saldo actual y llenar el formulario del orden de compra dentro de 30 minutos con 95% de exactitud.

Evaluation

Learner is presented with a storage cabinet, inventory sheet, and purchase requisition. Storage cabinet contains 12 items, each with name and #; the inventory sheet has columns for minimum required balance and current balance; the purchase requisition has spaces for writing item #, description, and amount to be ordered. Learner is instructed to count the items and record number on inventory sheet; subtract the difference between on-hand and required amount and record on inventory sheet; and fill out requisition. Scoring: 60 points total: Inventory, 1 point for counting each item, 12 points; 1 point each for subtracting from required balance, 12 points; purchase requisition, 1 point for writing item #, 12 points; 1 point for each correct description, 12 points; and 1 point each for amount to be ordered, 12 points. (Criterion: 57 points.)

1.1

Given a sample inventory sheet with 3 columns labelled: required balance, current balance, and difference, with 20 different 1,2, and 3 digit numbers written into required balance and current balance columns, learner will subtract the numbers in current balance column from the numbers in the required balance column with 90% accuracy in 10 minutes.

Al estudiar un ejemplo de un formulario para el control de inventario con tres columnas encabezadas "saldo requerido" y del "saldo actual," el estudiante restará la cantidad que aparece en la columna "saldo actual" de la que aparece en la columna "saldo requerido" con 90% de exactitud.

Evaluation

Learner is presented with a 3 column inventory sheet with higher numbers written in the first column, required balance, and lower numbers written in the second column, current balance. Learner is instructed to subtract each number of the second column from the corresponding number in the first and write the difference. Scoring: 20 points possible; 1 point for each pair of numbers correctly subtracted. (Criterion: 18 points.)

1.2

Given a sample inventory sheet with 3 columns labeled required balance, current balance, and 10 numbers listed in each column, and a difference column which has 5 correct computations and 5 incorrect computations, learner will check the computations and circle the incorrect amounts with 80% accuracy in 15 minutes.

Al estudiar un ejemplo de un formulario para el control de inventario con 3 columnas encabezadas "saldo requerido" y "saldo actual" más diez entradas en cada una, más una columna para calcular las diferencias donde aparecen 5 computaciones correctas y 5 incorrectas, el estudiante indicará con un círculo las incorrectas con 80% de exactitud dentro de 15 minutos.

Evaluation

Learner is presented with 3 column inventory sheet with 10 numbers in the first and second columns. The 3rd column, difference, has 5 errors in subtraction. Learner is instructed to check the arithmetic and to locate the errors and circle each error. Scoring: 5 points total; 1 point for each error correctly identified.

*2.0

Given 5 sample bills, checks, and check record book, the learner will fill in the record book and write checks to pay all the bills with 95% accuracy.

Al proporcionarse 5 cuentas, cheques bancarios en blanco, más un formulario para el control de la cuenta corriente, el estudiante llenará el formulario de control además de completar los cheques para pagar todas las cuentas con 95% de exactitud.

Evaluation

Learner is presented with 5 bills listing amount due, a check record book which lists the current balance, and sample checks. Learner is instructed to pay each bill by first filling in the check record book and then writing the check. Scoring: 65 points total; 13 points for each transaction: record book, 1 point for each blank properly filled in--date, to, for, balance, amount deposit (if left blank), total, amount this check, and balance carried forward; check, 1 point for date, pay to order of, amount, in numbers plus numbers spelled correctly when written out and signature. (Criterion: 61 points.)

2.1

Given 5 sample check record problems which have amount in the Total and Amount of This Check columns, learner will subtract the amount of the check from the total balance and write the answer in the space for balance to be carried forward with 100% accuracy.

Al considerar 5 ejemplos de problemas relacionados con el talonario del chequero donde aparecen cantidades en la columna "Total Amount of This Check," el estudiante restará el monto de cheque del saldo total apuntando el resultado en el espacio reservado para el nuevo saldo con 100% de exactitud.

Evaluation

Learner is presented with 5 sample problems on check record forms. Learner is instructed to subtract the amount of the check from the total to find the difference and to write this amount in the space for Balance Carried Forward. Scoring: 5 points total; 1 point for each correct subtraction. (Criterion: 5 points.)

2.2

Given 5 sample check record problems which have amounts in the Balance Brought Forward and Amount Deposited columns, learner will add the two amounts and write the answer in the space for Total with 100% accuracy.

Al considerar 5 ejemplos de problemas del talonario del cheque donde aparecen cantidades en las columnas "Balance Brought Forward" y "Amount Deposited," el estudiante sumará las cantidades apuntando el resultado en el espacio titulado "Total" con 100% de exactitud.

Evaluation

Learner is presented with 5 sample problems on check record forms. Learner is instructed to add the amount deposited to the balance brought forward and to write the total in space, Total. Scoring: 5 points total; 1 point for each correct addition. (Criterion: 5 points.)

*3.0

Given a petty cash record with a current balance, 20 petty cash receipts issued over 5 business days, the learner will enter the date, description, and amount of each receipt, and compute the daily total and daily balance with 100% accuracy.

Al estudiar un record del saldo actual de la caja chica (petty cash), más 20 recibos para desombolsar emitidas a través de 5 días hábiles, el estudiante apuntará la fecha, la descripción y el monto de cada recibo, para después computar el total de desembolsos diarios y el saldo diario con 100% de exactitud.

Evaluation

Learner is presented with a petty cash record which has lines for date, description, amount of each paid receipt, daily total, and daily balance. Learner is given a set of 20 petty cash receipts for five different business days. Learner is instructed to group the receipts by day, enter each receipt on the record, compute the daily total, and balance at the end of each day. Scoring: 35 points total; 1 point for entering each date, 5 points, 1 point for entering each description and amount, 20 points, 1 point for each daily total, 5 points, and 1 point for each daily balance, 5 points. (Criterion: 35 points.)

3.1

Given 5 sets of 4 petty cash receipts, each set for a different day, learner will add the amount for each day with 100% accuracy.

Al considerar 5 juegos de 4 recibos para desembolsos de la caja chica, cada juego para un día distinto, el estudiante sumará las cantidades para cada día con 100% de exactitud.

Evaluation

Learner is presented with the amounts of 4 petty cash receipts for each of 5 different days. Learner is instructed to add the 4 receipts together to determine how much was paid in petty cash each day. Scoring: 5 points total; 1 point for the correct total for each day. (Criterion: 5 points.)

GLOBAL OBJECTIVE: Filling Out Forms

TASK(competency): 1.0 Complete inventories and purchase requisitions

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a standard storage cabinet with a dozen coded items; an inventory sheet with columns listing items, minimum balance, and current balance, and a purchase requisition form, learner will be able to count the times, compute the current balance and fill-in the purchase requisition form in 30 minutes with 95% accuracy.	-Have students practice counting and subtraction by using boxes of pencils, rubber bands, or file folders. Have students determine how many are missing if the box contained ___ when it was full. -Hand out inventory sheets already filled in. Have students locate errors by comparing the information on the inventory sheet with the actual items in a storage cabinet.

EVALUATION

Learner is presented with a storage cabinet, inventory sheet, and purchase requisition. Storage cabinet contains 12 items, each with name and number; the inventory sheet has columns for minimum required balance and current balance; the purchase requisition has spaces for writing item number, description, and amount to be ordered. Learner is instructed to count the items and record number on inventory sheet; subtract the different between on-hand and required amount and record on inventory sheet; and fill out requisition. Scoring: 60 points total: Inventory, 1 point for counting each item, 10 points; 1 point each for subtracting from required balance, 12 points; purchase requisition, 1 point for writing item number, 12 points; 1 point for each correct description, 12 points; and 1 point each for amount to be ordered, 12 points. (Criterion: 57 points.)

LANGUAGE Vocabulary and Exponents	QUAN IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
inventory minimum balance current balance purchase requisition item number description (of item) names of office supplies pencils pens erasers paper--lined and unlined paper clips elastic bands envelopes carbon paper stencils	counting subtraction	-One class 10-15 students requires only one sample storage cabinet since they can count the items in small groups of 2 or 3 and then complete the forms individually.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
General Office Procedures, Unit 6	vis	23
boxes of equipment	kin	
sample inventory sheets	vis	
Supportive Instructional Materials		
Simulated storage box		

GLOBAL OBJECTIVE: Filling Out Forms

TASK(competency): 2.0 Keep check record book and write checks

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 5 sample bills, checks, and check record book, the learner will fill in the record book and write checks to pay all the bills with 95% accuracy.	-Demonstrate with actual forms using overhead transparencies of checks. -Outline steps in chronological order for processing bills and writing checks. -Have students fill out checks on transportation for the class to observe. -Have students practice preparing bills for one another and then have other students write checks to pay the bills.

EVALUATION

Learner is presented with 5 bills listing amount due, a check record book which lists the current balance, and sample checks. Learner is instructed to pay each bill by first filling in the check record book and then writing the check. Scoring: 65 points total; 13 points for each transaction: record book, 1 point for each blank properly filled in--date, to, for, balance, amount deposited (if left blank), total, amount this check, and balance carried forward; check, 1 point for date, pay to order of, amount, in numbers plus numbers spelled correctly when written out and signature. (Criterion: 61 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
check, check stub drawer, drawee payee signature card endorsement To, For Balance Brought Forward Amount Deposited Total Amount This Check Balance Carried Forward Pay to the Order of Verbs detach endorse	addition of money subtraction of money accurate copying of monetary units writing dollars and cents checking procedures for verifying totals	-Teacher should check with local commercial banks for copies of sample forms actually used. -Larger banks may also provide guest speakers to classes.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
General Office Procedures, Unit 12 and Learning Activities, pp. 273-83	vis	23
record books	kin/vis	
sample bills	kin/vis	
overhead transparencies of checks	vis	
blank checks	kin	
Supportive Instructional Materials		
Prácticas de Oficina, Chapter 6	vis	18

GLOBAL OBJECTIVE: Filling Out Forms

TASK(competency): 3.0 Keep petty cash records

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a petty cash record with a current balance, 20 petty cash receipts issued over 5 business days, the learner will enter the date, description, and amount of each receipt, and compute the daily total and daily balance with 100% accuracy.	-Teacher should demonstrate and discuss sample problems. -Pair students to check each other's work before it is checked by teacher. -Have students practice with petty cash box and play money to see if figures on paper actually match money in box. -Have students make up phoney requests for petty cash and given them to other students who give them play money and fills out a voucher and record book.

EVALUATION

Learner is presented with a petty cash record which has lines for date, description, amount of each paid receipt, daily total, and daily balance. Learner is given a set of 20 petty cash receipts for five different business days. Learner is instructed to group the receipts by day, enter each receipt on the record, compute the daily total, and balance at the end of each day. Scoring: 35 points total; 1 point for entering each date, 5 points; 1 point for entering each description and amount, 20 points; 1 point for each daily total, 5 points; and 1 point for each daily balance, 5 points. (Criterion: 35 points.)

LANGUAGE Vocabulary and Exponents	QUANT[illegible]IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
petty cash reimburse voucher expenditure receipts payments balance, weekly, daily	simple addition and subtraction of money procedures for checking subtraction accurate copying of amounts of money	-Teacher may prepare self-instructional problem sets with self-scoring answer sheet.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
General Office Procedures, Unit 13 and Learning Activities, 13-1, p. 293 petty cash box, play money, and sample forms	vis kin	23
Supportive Instructional Materials		
Prácticas de Oficina, Chapter 6	vis	18

OFFICE PROCEDURES

Global Objective: Using Simple Office Machines and Equipment

TASKS:

1.0 Identify machines and equipment*

2.0 Use 10 key adding machine*

3.0 Make Xerox copies*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

USING SIMPLE OFFICE MACHINES AND EQUIPMENT:

Sub-Objectives

USANDO MAQUINA Y EQUIPO DE OFICINA: Sub-Objetivos

*1.0

Given 15 pictures of common office equipment, the learner will write in English the name of each item, and will write in English or Spanish the item's use/function with 90% accuracy.

Al estudiar 15 dibujos de equipos de la oficina corrientes, el estudiante escribirá en inglés el nombre de cada artículo más una descripción de su uso o función con 90% de exactitud.

Evaluation

Learner is presented with realistic pictures, not line drawings of the following 15 items: rolodex, pocket/hand calculator, dictating machine, photocopy machine, 10-key adding machine, keypunch, file cabinet, stapler, staple remover, 3-hole punch, pencil sharpener, PBX (private branch exchange), duplicating machine, letter opener, and microfilm reader. Learner is instructed to write in English the name of each, and to write in English or Spanish the function or use of each. Scoring: 30 points total; 1 point for each correct name, 1 point for each accurate description of function. (Criterion: 27 points.)

*2.0

Given a 10-key adding machine and 3 business problems --1 for addition of 5 bank deposits for 5 days, 1 for computation of 6% sales tax on 5 items, and one for subtracting the amounts of 5 checks from the balance, the learner will compute the answers with 100% accuracy in 15 minutes.

Utilizando una calculadora de 10 teclas para resolver 3 problemas comerciales, uno se trata de sumar los 5 dépositos bancarios de 5 días, otro se trata de la computación del impuesto de venta de 67% para 5 artículos y el último se trata de rebajar el monto de 5 cheques del balance, el estudiante computará las respuestas con 100% de exactitud dentro de 15 minutos.

Evaluation

Learner is presented with the amounts to be computed for: addition of bank deposits, multiplication of sales tax, and subtraction of checks from balance. Learner is instructed to do each problem twice to make sure the answer is correct. Scoring: 15 points total; 1 point for each correct addition, multiplication, and subtraction. (Criterion: 15 points.)

2.1

Given 5 sample adding machine tapes with 5, 4 digit numbers each, learner will demonstrate finger techniques by reproducing the tapes with 95% accuracy.

Al analizar cinco cintas de papel de imprenta de una calculadora con cinco entradas de 4 dígitos cada una, el estudiante mostrará la técnica correcta de digitación copiando las cintas con 95% de exactitud.

Evaluation

Learner is presented with 5 sample adding machine tapes with 5, 4 digit numbers. Learner is instructed to use the adding machine to make a copy of each. Scoring: 25 points total; 1 point for each 4 digit number correctly reproduced. (Criterion: 23 points.)

*3.0

Given requests for 5 Xerox copy orders, named by number of copies and size of paper, the learner will fill all the orders with 100% accuracy.

Al recibir 5 órdenes para trabajos en la fotocopiadora XEROX, sabiendo la cantidad de copias deseadas y de qué tamaño del papel se requiere, el estudiante llenará todas las órdenes con 100% de exactitud.

Evaluation

Learner is given 5 different documents with instructions which include number of copies and size of copy, legal or letter. Learner is instructed to set the machine for each order. Scoring: 10 points total; 1 point for adjusting number of copies button, and 1 point each for adjusting correct paper size. (Criterion: 10 points.)

GLOBAL OBJECTIVE: Using Simple Office Machines and Equipment

TASK(competency): 1.0 Identify machines and equipment

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 15 pictures of common office equipment, the learner will write in English the name of each item, and will write in English or Spanish the item's use/function with 90% accuracy.	-Introduce office equipment through use of videotape sequence or overhead transparencies. -Practice vocabulary through teacher-prepared dialogue stressing new vocabulary. -Use a crossword puzzle made of words of new vocabulary. -Play blind man's bluff identifying common equipment through use of senses other than sight. -Have students prepare a written description of original piece of office equipment made up by student which focus on physical characteristics and function of object.

EVALUATION

Learner is presented with realistic pictures, not line drawings, of the following 15 items: rolodex, pocket/hand calculator, dictating machine, photocopy machine, 10-key adding machine, keypunch, file cabinet, stapler, staple remover, 3-hole punch, pencil sharpener, PBX (private branch exchange), duplicating machine, letter opener, and microfilm reader. Learner is instructed to write in English the name of each, and to write in English or Spanish the function or use of each. Scoring: 30 points total; 1 point for each correct name, and 1 point for each accurate description of function. (Criterion: 27 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
typewriter stapler three-hole punch pencil sharpener rolodex scotch tape letter opener staple remover manila folder filing cabinet folder labels envelopes ditto masters duplicating machine xerox machine lexical items relating to size, weight, shape, color		-Retention of new vocabulary is increased as the associative value is increased. Consequently, imbuing the piece of equipment with some personal quality aids retention. Have the students do some personification exercises about the different objects.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Orientation to Business English--for vocabulary of office equipment	vis	64
General Office Procedures	vis	23
Fact, Feeling, and Fantasy--for description of written exercise on creating new object, and use of object identification	vis	21
videotape of pictures of office equipment or overhead transparencies.	vis	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Using Simple Office Machines and Equipment

TASK(competency): 2.0 Use 10-key adding machine

<table>
<tr><th>PRIMARY TASK OBJECTIVE</th><th>INSTRUCTIONAL METHODS</th></tr>
<tr><td>Given a 10-key adding machine and 3 business problems--1 for addition of 5 bank deposits for 5 days, 1 for computation of 6% sales tax on 5 items, and 1 for subtracting the amounts of 5 checks from the balance--the learner will compute the answers with 100% accuracy in 15 minutes.</td><td>-Teacher should demonstrate use of machine and guide student practice and fingering skills.
-In dyads students can practice use by having one student read off numbers while other student adds the numbers.
-Give students sample adding machine tapes and have them reproduce the tapes.
-Flash numbers on screen so that students practice without looking at the keys.</td></tr>
<tr><th colspan="2">EVALUATION</th></tr>
<tr><td colspan="2">Learner is presented with the amounts to be computed for: addition of bank deposits, multiplication of sales tax, and subtraction of checks from balance. Learner is instructed to do each problem twice to make sure the answer is correct. Scoring: 15 points total; 1 point for each correct addition, multiplication, and subtraction. (Criterion: 15 points.)</td></tr>
</table>

LANGUAGE Vocabulary and Exponents	QUANTI[illegible]IVE Numerical and Mathematical	SUGGESTIONS and COMMENT[illegible]
total subtotal tape T-total S-subtotal + add - subtract correction clear X,R--multiple, repeat	Student should understand the basic mathematical operations but not necessarily how to perform them.	-Students should be encouraged to check tape with amounts to be computed to make sure that they are accurate. Students sometimes overlook simple stroking errors which cause the entire computation to be wrong, thus insist that student double check their work.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
10-key adding machine	kin	
transparencies and illustrations of machine parts	vis	
Supportive Instructional Materials		
Prácticas de Oficina, pp. 122-23	vis	18

GLOBAL OBJECTIVE: Using Simple Office Machines and Equipment

TASK(competency): 3.0 Make Xerox copies

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given requests for 5 Xerox copy orders, named by number of copies and size of paper, the learner will fill all the orders with 100% accuracy.	-Use overhead transparency to illustrate parts of machine. -Use office Xerox machine for students practice. -Take a trip to a large copy service so students can observe the operation of different types of machines.

EVALUATION

Learner is given 5 different documents with instructions which include number of copies and size of copy, legal or letter. Learner is instructed to set the machine for each order. Scoring: 10 points total; 1 point for adjusting number of copies button, and 1 point each for adjusting correct paper size. (Criterion: 10 points.)

LANGUAGE Vocabulary and Exponents	QUANTA VE Numerical and Mathematical	SUGGESTIONS and COMMENTS
legal/letter size key operator add paper add toner light copy		-Be sure students are aware of simple problems encountered in operating the machine and procedures for calling for repairs.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
transparency Xerox machine	vis kin	
Supportive Instructional Materials		

CHAPTER VI

TYPING

Typing is designed to provide the basic skills for keyboard control and production typing in both English and Spanish. Students master the English keyboard followed by contrastive study of the Spanish keyboard. Since students will be utilizing their production skills in an English-speaking country, each production skill is acquired in English followed by the acquisition of the relevant production skills most likely to be required in Spanish. The procedure of presentation could easily be reversed if there is a strong rationale based on job requirements in the local community or student interest.

Global objectives for keyboard control and production typing are divided into specific tasks that are primary subcomponents of the global objective. Each of the identified tasks are formulated into statements of primary objectives which include suggested instructional materials, methods, and evaluation materials. Enroute objectives following each primary objective begin with the most basic objective necessary to accomplish the primary task objective. By accomplishing the last enroute objective, the learner should be ready to demonstrate proficiency on the primary objective.

Since each method of typing instruction is well developed and based on extensive research, it is highly recommended that the instructor follow the procedure for sequencing drills and introduction of new keys and different types of copy that is prescribed for the system of instruction. All objectives for English typing are based on the Gregg system employed in Typing 75 Basic. All early Spanish objectives are developed around Mecanografía al Día with specific evaluation material selected from Técnicas Mecanográficas Modernas for more advanced production skills not provided in Mecanografía al Día. Typing 75 Basic consists of 75 lessons divided into three parts of 25 lessons each. Each one forms the basis for the next, although certain lessons are optional depending upon whether there is a need for practice or review to meet the evaluation criterion for a particular competency. The text comes in a kit which also includes a Workguide and Proofguide. The workguide provides a great deal of the technical information essential to skills acquisition. The Proofguide is a miniature example of what the final copy of each lesson should look like. It enables the students to evaluate themselves. This miniature proof not only acquaints students with a professionally looking presentation of work from the beginning but it also reinforces the students immediately for their achievement. The audio-visual component of the Gregg system, I.P.M. (Individual Progress Method) includes cassette recordings and filmstrips which follow the text lesson by lesson. The I.P.M. system utilizing an automatic cueing device on the tape which advances the film strip thus allowing the students to take timed writings on their own. Mecanografía al Día offers a good Spanish adaptation of the Speedwriting method of typing. It covers most of the points necessary for basic typing instruction. The lack of a large amount of drill material for individual keys and the late introduction of speed drills in Mecanografía al Día is a drawback if Spanish typing is taught before English. However, if the English keyboard is taught first as recommended, the amount of drill is ample since students need only to practice the contrasts between the two keyboards. No matter which is taught first the teacher should be able to offer clarification of skills in both languages.

Students should move freely from one objective to the next according to their individual needs. All the students would probably benefit from a fixed schedule of one I.P.M. per week for extra drill practice to develop speed and accuracy. Those students with special difficulties will need to combine classroom time with a more intensive schedule of three I.P.M. sessions each week. The student moves at his/her own pace but the instructor must supervise and O.K. each evaluation before the student is allowed to move on to another objective. The instructor should prepare and have ready alternative but equivalent evaluations for each of the objectives for those students who need to repeat the evaluation for different objectives.

The objectives included in this course are provided in English and Spanish to facilitate student understanding of what is expected of them. The objectives covered in the course are:

I. Knowing the Machine and How to Use It:

A. Identify parts and function

- B. Set up work area and assume correct posture
- C. Demonstrate keyboard control and stroking technique for alphabet and punctuation keys in English
- D. Demonstrate keyboard control and stroking technique for number keys in English
- E. Demonstrate keyboard control and stroking technique in Spanish
- F. Change ribbon

II. Production Typing

- A. Type straight copy in English
- B. Type straight copy in Spanish
- C. Type mailable correspondence in English
- D. Type mailable correspondence in Spanish
- E. Type interoffice memorandum in English
- F. Type interoffice memorandum in Spanish
- G. Type simple manuscript in English
- H. Type simple manuscript in Spanish
- I. Type tables
- J. Type information on invoices

TYPING

Global Objective: Knowing the Machine and How to Use It

TASKS:

1.0 identify parts and functions*

2.0 demonstrate typing posture and work area arrangement*

3.0 demonstrate alphabetic keyboard control and stroking technique (English)*

4.0 demonstrate alphanumeric keyboard control and stroking technique (English)*

5.0 demonstrate keyboard control and stroking technique (Spanish)*

6.0 change typewriter ribbon*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

KNOWING THE MACHINE AND HOW TO USE IT

Sub-Objectives:

CONOCIENDO LA MAQUINA DE ESCRIBIR Y COMO USARLA

Sub-Objetivos

*1.0

Given a diagram of the major parts of the typewirter used in training, learner will label in English the basic parts and write their function in English or Spanish with 90% accuracy.

Al estudiar un diagrama de las partes principales de la máquina de escribir que suelen usar durante el estudio de la misma, el estudiante apuntará en inglés las partes básicas describiendo sus funciones en inglés o en español con un 90% de exactitud.

Evaluation

Learner is presented with a picture diagram of typewriter which has blanks for labeling the following party: on/off control, left margin set, right margin set, cylinder, cylinder knob, paper bail, paper release, and paper guide. Learner is instructed to label the parts in English (since most machines use the English labels). On another paper, learner is instructed to write the function of each part. Scoring: 20 points total, 1 point for each part correctly labeled and 1 point for each function appropriately described. (Criterion: 18 points.)

*2.0

Given a random arrangement of typewriter, chair, typing stand or book, learner will arrange him/herself at the typewriter to begin working when observed by the teacher with 100% accuracy.

Al encontrarse, sin orden alguno, la máquina de escribir, una silla y el texto con soporte o sin él, el estudiante se pondrá a trabajar con la máquina de escribir mientras el maestro le observa con un 100% de exactitud.

Evaluation

Learner is asked to prepare the work area and assume a position at the machine, ready to start typing. Scoring: teacher observation of the following 6 factors: (1) desk cleared escept for typing paper, book support, and book, (2) book positioned for clear viewing, (3) learner is sitting up straight, (4) body is positioned to the right of keyboard center with elbows comfortable, (5) feet are flat on the floor with one slightly in front of the other, (6) fingers are curved over home row keys. (Criterion: teacher observation that all aspects are present.)

*3.0

Given two, short 40 word paragraphs requiring use of all letters of the alphabet, left and right shift, punctuation, tab set and clear; and 2 two-minute timings, learner will type at least 20 wpm with no more than 4 errors.

Al pasar a máquina dos veces, con un límite de dos minutos cada vez, dos párrafos de 40 palabras cada uno que requieren el uso de todas las letras del alfabeto, las teclas de mayúsculas de la izquierda y de la derecha, las puntuaciones,el fijador, el libertador del tabulador, el estudiante logrará alcanzar una velocidad mínima de 20 palabras por minuto sin cometer más de cuatro errores.

Evaluation

Test 1-A Lesson 25, Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: One 40 word paragraph completed with no more than 4 errors in two minutes.)

3.1

Given one-line containing short words utilizing the home row keys and space bar, learner will type two copies in one minute with no more than 4 errors.

Al pasar a máquina una copia de una sola línea que contiene palabras pequeñas y que requiere el uso de todas las teclas guías, más la barra espaciadora, el estudiante logrará completar dos copias en un minuto sin cometer más de cuatro errores.

Evaluation

1-J Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in one minute.)

3.2

Given a 40 space line copy containing short words utilizing the home position keys, g,e,u, right shift, and space bar, and three one-time, timed writings, learner will type the line in one minute with no more than 4 errors.

Al pasar a máquina tres veces, con un límite de un minuto cada vez una copia de una sola línea de 40 palabras pequeñas que requieren el uso de las teclas guías, la g, la e, la u, la tecla de mayúscula izquierda más la barra espaciadora, el estudiante logrará terminar la línea dentro de un minuto sin cometer más de 4 errores.

Evaluation

2-G Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in one minute on best of three timings.)

3.3

Given a 40 space line of copy containing short words utilizing home position, g,e,u,r,h, period, left and right shift, and space bar, and three timed writings, learner will type the line twice in one minute with no more than 4 errors.

Al pasar a máquina tres veces, con un límite de un minuto cada vez una copia de una sola línea de 40 palabras pequeñas que requieren el uso de las teclas guías, la g. la e, la u, la r, la h, el punto, las teclas de mayúscula de izquierda y derecha y la barra espaciadora, el estudiante logrará terminar la línea dos veces dentro de un minuto sin cometer más de 4 errores.

Evaluation

3-F, Line 22, Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in one minute on best of three timings.)

3.4

Given two 40 space lines containing short words with letters selected from home position, g,e,u,r,h, period, left and right shift, and t,i,o, requiring spacing and three timed writings, learner will type the two lines in one minute with no more than 4 errors.

Al pasar a máquina tres veces, con un límite de un minuto cada vez una copia de dos líneas de 40 palabras pequeñas que requieren el uso de las teclas guías, la g, la e, la u, la r, la h, el punto, las teclas de mayúsculas de la izquierda y derecha, la y, la t, la i, la o, más la barra espaciadora, el estudiante logrará terminar las dos líneas dentro de un minuto sin cometer más de 4 errores.

Evaluation

5-G and 6-D Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in one minute on best of three timings.)

3.5

Given two lines of 16 words total containing letters selected from home position, g,e,u,r,h,t,i,o, period, left and right shift, comma, and c, and two, one-minute, timed writings, learner will type the two lines in one minute with no more than 4 errors.

Al pasar a máquina dos veces con un límite de un minuto cada vez, dos líneas de 16 palabras en total que requieren el uso de las teclas guías, la g, la e, la u, la r, la h, la t, la i, la o, el punto, las teclas de mayúsculas de izquierda y derecha, la coma y la c, el estudiante logrará terminar las dos líneas dentro de un minuto sin cometer más de 4 errores.

Evaluation

7-D Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in one minute on best of two timings.)

3.6

Given two samples of two-line copy of 16 words total containing letters selected from home position, g,e,u,r,h, t,i,o,c, period, comma, left and right shift, m, and colon, and two, timed writings, learner will type each of the two-lines in one minute with no more than 4 errors.

Al pasar a máquina dos veces con un límite de un minuto cada vez, dos ejercicios de dos líneas de 16 palabras cada uno que requieren el uso de las teclas guías, la *g*,la *e* la *u*, la *r*, la *h*, la *t*, la *i*, la *o*, la *c*, el punto, la coma, las teclas de mayúsculas de izquierda y derecha, la *m* y los dos puntos, el estudiante logrará terminar dos líneas dentro de un minuto sin cometer más de 4 errores.

Evaluation

7-G *Typing 75 Basic* or equivalent material. Scoring: count errors and time. (Criterion: No more than 4 errors in one minute on each of the two samples of two line-copy on best of the two timings.)

3.7

Given two samples of two-line copy of 16 words total containing letters selected from home position, g,e, u,r,h,t,i,o,c,m, period, comma, colon, left and right shift, w,y,v,n, and two, timed writings, learners will type each of the two lines in one minute with no more than 4 errors.

Al pasar a máquina dos veces con un límite de un minuto cada vez, dos ejercicios de dos líneas de 16 palabras cada uno que requieren el uso de las teclas guías, la *g*, la *e*, la *u*, la *r*, la *h*, la *t*, la *i*, la *o*, la *c*, la *m*, el punto, la coma, la de dos puntos, las teclas de mayúsculas izquierda y derecha, la *w*, la *y*, la *v*, la *n*, el estudiante logrará terminar dos líneas dentro de un minuto sin cometer más de 4 errores.

Evaluation

8-H *Typing 75 Basic* or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in one minute on each of the two two-line samples on best of two timings.)

3.8

Given two lines of 16 words total containing symbols selected from home position, g,e,u,r,h,t,i,o,c,m,w,y,v,n, period, comma, colon, left and right shift, x,p, and two timed writings, learner will type the two lines in one minute with no more than 4 errors.

Al pasar a máquina dos veces con un límite de un minuto cada vez, dos líneas de 16 palabras en total que requieren el uso de las teclas guías, la g, la e, la u, la r, la h, la t, la i, la o, la c, la m, la w, la y, la v, la n, el punto, la coma, la de dos puntos, las teclas de mayúsculas de izquierda y derecha, la x, la p, el estudiante logrará terminar las dos líneas dentro de un minuto sin cometer más de 4 errores.

Evaluation

9-D *Typing 75 Basic* or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in one minute on best of two timings.)

3.9

Given two samples of two-line copy of 16 words each containing letters selected from home position, g,e,u,r,h, t,i,o,c,m,w,y,v,n,x,p. period, comma, colon, left and right shift, b, / (diagonal) and two timed writings, learner will type each of the two-line samples in one minute with no more than 4 errors.

Al pasar a máquina dos veces con un límite de un minuto cada vez, dos ejercicios de dos líneas de 16 palabras cada uno que requieren el uso de las teclas guías, la g, la e, la u, la r, la h, la t, la i, la o, la c, la m, la w, la y, la v, la n, la x, la p, el punto, el de dos puntos, la coma, las teclas de mayúsculas izquierda y derecha, la b y la diagonal (/), el estudiante logrará terminar los dos ejemplos dentro de un minuto sin cometer más de 4 errores.

Evaluation

9-G *Typing 75 Basic* or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in one minute on each of the two two-line samples on best of two timings.)

3.10

Given two lines of 16 word total containing letters selected from home position, g,e,u,r,h,t,i,o,c,m,w,y,v,n, x,p.b,/, period, comma, colon, left and right shift, ?,z, and two timed writings, learner will type the two lines in one minute with no more than 4 errors.

Al pasar a máquina dos veces con límite de un minuto cada vez, dos líneas de 16 palabras en total, que requieren el uso de las teclas guías, la g, la e, la u, la r, la h, la t, la i, la o, la c, la m, la w, la y, la v, la n, la x, la p, la b, la diagonal (/), el punto, la coma, la de dos puntos, las teclas de mayúsculas izquierda y derecha, la ?, la z, el estudiante logrará terminar las dos líneas dentro de un minuto sin cometer más de 4 errores.

Evaluation

10-D *Typing 75 Basic* or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in one minute on best of two timings.)

3.11

Given three samples of two-line copy of 16 words each containing letters selected from home position, g,e, u,r,h,t,i,o,c,m,w,y,v,n,x,p,b,/,?,z, period, comma, colon, left and right shift, - (hyphen), q, and two timed writings, learner will type each of three samples in one minute with no more than 4 errors.

Al pasar a máquina dos veces con un límite de un minuto cada vez tres ejercicios de dos líneas de 16 palabras cada uno que requieren el uso de las teclas guías, la g, la e, la u, la r, la h, la t, la i, la o, la c, la m, la w, la y, la v, la n, la x, la p, la b, la diagonal (/), la ?, la z, el punto, la coma, la de dos puntos, las teclas de mayúsculas izquierda y derecha, el guión (-), la q, el estudiante logrará terminar los tres ejemplos dentro de un minuto sin cometer más de 4 errores.

Evaluation

10-H *Typing 75 Basic* or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in one minute on each of the three samples on best of two timings.)

3.12

Given a short paragraph of 40 words with two indentations requiring use of tabulator and letters selected from all alphabetic keys, period, comma, colon, and two timed writings, learner will type the paragraph in two minutes with no more than 4 errors.

Al pasar a máquina dos veces con un límite de dos minutos cada vez, un párrafo pequeno de 40 palabras con 2 sangrados, que requieren el uso del tabulador y todas las teclas alfabéticas, el punto, la coma y la de dos puntos, el estudiante logrará terminar todo el ejercicio dentro de dos minutos sin cometer más de 4 errores.

Evaluation

13-F Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in two minute on best of two timings.)

3.13

Given a short paragraph of 42 words with indentation, spacing for signature, and letters selected from all alphabetic keys, period, comma, colon, hyphen, and two timed writings, learner will type the paragraph in two minutes with no more than 4 errors.

Al pasar a máquina dos veces, con un límite de dos minutos cada vez un párrafo sangrado de 42 palabras con espacio para la firma y requiriendo el uso de todas las teclas alfabéticas, más el punto, la coma, la de dos puntos y el guión (-), el estudiante logrará terminar el párrafo dentro de dos minutos sin cometer más de 4 errores.

Evaluation

15-F Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in two minute on best of two timings.)

*4.0

Given a one paragraph letter of 44 words utilizing alphabetic and numeric keys and a two-minute timing, learner will type at least 20 wpm with no more than 4 errors.

Al pasar a máquina una vez, con límite de dos minutos, una carta de un párrafo de 44 palabras, donde se utilizan las teclas alfabéticas y numéricas, el estudiante logrará alcanzar a una velocidad mínima de 20 palabras por minuto sin cometer más de 4 errores.

Evaluation

24-B, 24-F Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in two minutes.)

4.1

Given 4 double spaced, 50 space lines utilizing letters selected from alphabetic keys, period, comma, 1, 2, 3, 4, and two timed writings, learner will type the 4 lines in two minutes with no more than 4 errors.

Al pasar a máquina dos veces, con un límite de dos minutos cada vez cuatro líneas de 50 espacios cada una a doble espacio utilizando las teclas alfabéticas, el punto, la coma y los numerales 1, 2, 3, 4, el estudiante logrará terminar las 4 líneas dentro de 2 minutos sin cometer más de 4 errores.

Evaluation

19-G *Typing 75 Basic* or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in two minutes on best of the two two-minute timings.)

4.2

Given one paragraph letter of 44 words including greeting line, indentation, and signature line utilizing alphabetic keys, punctuation, and the digits 1, 2, 3, 4, 7, 8, 9, 0, and two timed writings, the learner will type the paragraph in two minutes with no more than 4 errors.

Al pasar a máquina dos veces, con un límite de dos minutos cada vez, una carta de un párrafo de 44 palabras incluyendo el saludo, el sangrar, la primera línea y la firma mecanografíada, utilizando las teclas alfabéticas, la puntuación y los numerales 1, 2, 3, 4, 7, 8, 9, 0, el estudiante logrará terminar el párrafo dentro de 2 minutos sin cometer más de cuatro errores.

Evaluation

21-G *Typing 75 Basic* or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in two minutes on best of two two-minute timings.)

4.3

Given two sentences of two fifty space lines each, utilizing letters selected from alphabetic keys, punctuation, digits 1, 2, 3, 4, 7, 8, 9, 0, and 1/4 (key) and 1/2 (key) and two one-minute timings on each sentence, learner will type each sentence in one minute with no more than 4 errors.

Al pasar a máquina dos veces, con un límite de un minuto cada vez, dos oraciones de 50 espacios cada una, donde se usan las teclas alfabéticas, la puntuación, los numerales, 1, 2, 3, 4, 5, 7, 8, 9, 0, la tecla de 1/4 y de 1/2, el estudiante logrará terminar cada oración dentro de un minuto sin cometer más de cuatro errores.

Evaluation

23-D Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors per sentence in one minute on best of two one-minute timings.)

4.4

Given 44 words including a title in capital letters and 11 numbered lines utilizing letters selected from all alphabetic and numeric keys, a half sheet of paper, 10 minutes preparation time, and two two-minute timings, learner will type the material centered, vertically and horizontally, in two minutes with no more than 4 errors.

Al pasar a máquina dos veces, con un límite de dos minutos cada vez, un ejercicio de 44 palabras incluyendo un título en mayúsculas y 11 líneas numeradas que utilizan todas las teclas alfabéticas y numericas, en una media hoja y con 10 minutos para prepararse, el estudiante logrará presentar su trabajo bien centralizado vertical y horizontalmente, dentro de dos minutos sin cometer más de cuatro errores.

Evaluation

23-G Typing 75 Basic or equivalent material. Preparation time: 10 minutes. Scoring: Count errors, time, and centering. (Criterion: All lines centered correctly on page, no more than 4 errors in two minutes on best of two-minute timings.)

*5.0

Al pasar a máquina con un límite de dos minutos, un ejercicio alfabético en español que requiere el uso del tabulador y las teclas de mayúsculas izquierda y derecha y las puntuaciones, el estudiante logrará alcanzar una velocidad mínima de 20 palabras por minuto con no más de 4 errores.

Given Spanish alphabetic copy requiring use of tabulator, left and right shift, and punctuation, and a two-minute timed writing learner will type at least 20 wpm on a two-minute timing with no more than 4 errors.

Evaluación

Ejercicio 1, Lección 20, Mecanografía al Día para la escritura de dos minutos o algo equivalente. El conteo --Cuente los errores y calcule el tiempo. El criterio--20 palabras por minuto con no más de 4 errores.

Evaluation

Ejercicio 1, Lección 20, Mecanografía al Día used as a two-minute timed writing or equivalent material. Scoring: Count errors and time. (Criterion: 20 wpm with no more than 4 errors.)

5.1

Al pasar a máquina, con un límite de un minuto, un ejercicio de un renglón de 60 letras usando las teclas, a, s, d, f, j, k, l, ñ, el estudiante logrará copiarlo dos veces dentro de un minuto sin errores.

Given one line copy of 60 letters utilizing the keys a, s, d, f, j, k, l, ñ, learner will type the line 2 times in one minute without errors.

Evaluación

Ejercicios de Digitación, p. 15, Mecanografía al Día o algo equivalente. El conteo--Cuente los errores y calcule el tiempo. El criterio--Dos veces sin errores en un minuto.

Evaluation

Ejercicios de Digitación, p. 15, Mecanografía al Día or equivalent material. Scoring: Count errors and time. (Criterion: 2 copies in one minute without errors.)

5.2

Al pasar a máquina dos veces, con un límite de dos minutos cada vez una lista de 25 palabras, utilizando las teclas de la primera y segunda fila, el acento, la diéresis, el estudiante logrará terminar dentro de dos minutos con no más de 4 errores.

Given a list of 25 words utilizing the keys of the first and second row, the accent, dieresis, and two, two-minute timed writings, the learner will type the list in two minutes with no more than 4 errors.

Evaluación

Lista de palabras, p. 23, Mecanografía al Día o una lista equivalente. El conteo--Cuente los errores y calcule el tiempo. El criterio--No más de 4 errores en la mejor de las presentaciones.

Evaluation

List of words, p. 23, Mecanografía al Día or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in two minutes on best of two timings.)

*6.0

Given two different machines, one requiring spools and one requiring cartridge, learner will correctly remove the old ribbon and replace the new ribbon in not more than 2 minutes.

Al tener que cambiarse las cintas de dos máquinas de escribir distintas, una de carretes (spools) y la otra de cartuchos (cartridge), el estudiante logrará quitar las cintas usadas y colocar las nuevas dentro de dos minutos.

Evaluation

Learner is instructed to change the ribbon without the assistance of the teacher. Learner may demonstrate proficiency on this objective at any appropriate time. Scoring: Teacher observes that the old ribbon is removed and that the machine functions correctly with the inserted ribbon. (Criterion: Ribbon removed and replaced in no more than 2 minutes.)

GLOBAL OBJECTIVE: Knowing the machine and how to use it

TASK(competency): 1.0 Identify parts and functions

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a diagram of the major parts of the typewriter used in training, learner will label in English the basic parts and write their function in English or Spanish with 90% accuracy.	-Teacher should demonstrate with machine so that students can actually touch and see the parts. -Teacher may label parts on diagram and make a transparency for group instruction. -Student may also diagram in the book or the manual for machine. -"name that part" game may be played in class. Function is given and student is required to name the appropriate part. -Dyad tutoring may be employed in which one student gives name of part, and the other function, and vice versa.

EVALUATION

Learner is presented with a picture diagram of typewriting which has blanks for labeling the following parts: on/off control, left margin set, right margin set, cylinder, cylinder knob, paper bail, paper release, carriage return key, carriage release, and paper guide. Learner is instructed to label the parts in English (since most machines use the English labels). On another page, learner is instructed to write the function of each part. Scoring: 20 points total, 1 point for each part correctly labeled and 1 point for each function appropriately described. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUAN IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
paper edge guide paper centering guide cardholder paper centering scale paper bail paper release lever line space lever right platen knob on/off control index key right margin stop margin pitch scale carrier return key space bar left margin stop		-Functions should be explained in both Spanish and English but the student should know the name of the part in English since machines have the parts labeled in English. -Objective of lesson is identification rather than use. Later lessons ask for demonstration of abilities to perform tasks using the machine. However, many students are aided by using the tactile mode, and therefore, if retention is increased through use, include physical contact with the machine.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
typewriter (and operating manual)	kin.	
Typing 75 Basic, pp. 3-5	vis.	44
Mecanografía al Día, pp. 4-5	vis.	5
Supportive Instructional Materials		
transparencies illustrating typewriter parts	vis.	

GLOBAL OBJECTIVE: Knowing the machine and how to use it

TASK(competency): 2.0 Demonstrate typing posture and work area arrangement

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a random arrangement of typewriter, chair, typing stand or book, learner will arrange him/herself at the typewriter to begin working when observed by the teacher with 100% accuracy.	-Show videotape or give live demonstration of incorrect set up. Have students point out errors. -Teach the students a mnemonic device for remembering the key steps in arrangement for work, e.g., C (clear desk) B (book positioned) S (sit up straight). -Give students a reading selection with certain steps deleted for students to fill in.

EVALUATION
Learner is asked to prepare the work area and assume a position at the machine, ready to start typing. Scoring: teacher observation of the following 6 factors: (1) desk cleared except for typing paper, book support, and book, (2) book positioned for clear viewing, (3) learner is sitting up straight, (4) body is positioned to the right of keyboard center with elbows comfortable, (5) feet are flat on the floor with one slightly in front of the other, (6) fingers are curved over home row keys. (Criterion: teacher observation that all aspects are present.)

LANGUAGE Vocabulary and Exponents	QUANT[illegible]VE Numerical and Mathematical	SUGGESTIONS and COMMENTS
posture right center right of center straight/erect body parts flat home keys fingers (first, second, third fourth) thumbs		-Students should be instructed to keep their work areas clean. Set aside a few minutes at the end of each class for straightening the work area. Students should also have their work area ready to begin at the start of each class.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
videotape typewriter and equipment for area	vis. kin.	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Knowing the machine and how to use it

TASK(competency): 3.0 Demonstrate alphabetic keyboard control and stroking technique (English)

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given two, short 40 word paragraphs requiring use of all letters of the alphabet, left and right shift, punctuation, tab set and clear, and 2 two-minute timings, learner will type at least 20 wpm with no more than 4 errors.	-Demonstrate approach, reach to students for each key. -Type alone with students in the beginning. Individual attention to essentials, such as posture or position of fingers may improve speed and accuracy. -Videotape student's hands and body position while s/he is typing. Play back the recording so that the student and teacher can observe problems with stroking technique.

EVALUATION

Test 1-A Lesson 25, Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: One 40 word paragraph completed with no more than 4 errors in two minutes.)

LANGUAGE Vocabulary and Exponents	QUAN[illegible]TIVE Numerical and Mathematical	SUGGESTIONS and COMMEN[illegible]
Motion terms--firm, quick, tap, depress, release stab(bing) zip names of fingers thumb		-Each text series has been systematically developed and tested. However, presentation of keys and integrations of speed and accuracy drills vary slightly from book to book. Therefore follow the sequence prescribed in the selected text. -Short timed writings are included from the beginning and are gradually increased in length. -Emphasis is on correct technique not on perfect copy initially. -Error limits should be established as class and individuals progress. -Use chart with numbers for fingers in the beginning lessons. -Be sure that students look at typing copy from the very beginning.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Typing 75 Basic, Lessons 1-18 typewriter	vis. kin.	44
Supportive Instructional Materials		
Gregg I.P.M.	vis/kin	56

GLOBAL OBJECTIVE: Knowing the machine and how to use it

TASK(competency): 4.0 Demonstrate alphanumeric keyboard control and stroking technique (English)

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a one paragraph letter of 44 words utilizing alphabetic and numeric keys and a two-minute timing, learner will type at least 20 wpm with no more than 4 errors.	-Demonstrate approach reach and stroking techniques with students. -Use text illustrations. -Type along with students at demonstration machine. -Have students type as you dictate numbers or have one student read off the numbers as another student types. -The teacher can also tape record rhythmic pacing of numbers for students and practice or use Paced-Number Typing.

EVALUATION
24-B, 24-F Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in two minutes.)

LANGUAGE Vocabulary and Exponents	QUANT[illegible]IVE Numerical and Mathematical	SUGGESTIONS and COMMENT[illegible]
zero, one, two, three, four, five, six, seven, eight, nine, ten form for month, day, year decimal fractions common fractions with whole numbers	meaning and form of decimals fractions whole numbers and common fractions	-For more subobjectives on understanding verbal-numerical stimuli, see "Writing from Dictation" objectives in ESP course.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Typing 75 Basic, Lessons 19-25.	vis.	44
Paced Number Typing	aud.	81
typewriter	kin.	
Supportive Instructional Materials		
Gregg, I.P.M.	aud/kin	56

GLOBAL OBJECTIVE: Knowing the machine and how to use it

TASK(competency): 5.0 Demonstrate keyboard control and stroking technique (Spanish)

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given alphabetic copy that requires the use of tabulator, left and right shift, and punctuation, and a two-minute timed writing, learner will type at least 20 wpm on a two minute timing with no more than 4 errors.	-Demonstrate approach reach for keys that are different from English keyboard. -Use text illustrations on transparencies. -Type along with students.

EVALUATION
Ejercicio 1, Lección 20, Mecanografía al Día used as a two-minute timed writing or equivalent material. Scoring: Count errors and time. (Criterion: 20 wpm with no more than 4 errors.)

LANGUAGE Vocabulary and Exponents	QUANTI[illegible]IVE Numerical and Mathematical	SUGGESTIONS and COMMENT[illegible]
terminos de morimiento--rapido, firme dedos--menique, anular, medio, indice		-The English keyboard is taught first and then the Spanish keyboard is contrasted. -Presentation of keys and integration of speed and accuracy drills vary slightly from book to book; therefore follow the sequence of lessons in the selected text. -Emphasis on the correct technique is especially important for the new keys on the Spanish keyboard. -Caution should be exercised in the selection of additional practice material, since the accent marks ¿ and ¡ are positioned with the numerical keys and require different stroking.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Mecanografía al Día, pp. 12-27, *Lecciones* 1-6	vis.	5
overhead transparency	vis.	
typewriter	kin.	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Knowing the machine and how to use it

TASK(competency): 6.0 Change typewriter ribbon

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given two different machines, one requiring spools and one requiring cartridge, learner will correctly remove the old ribbon and replace the new ribbon in not more than 2 minutes.	-Teacher should demonstrate proper techniques to students on different machines. -Teacher may also pair students who have mastered the task with students who have not yet mastered the task. -Have a student read the printed instructions from a text. The teacher should perform each step as the student reads. Then pair students and have one student read the steps as another student performs the operation.

EVALUATION

Learner is instructed to change the ribbon without the assistance of the teacher. Learner may demonstrate proficiency on this objective at any appropriate time. Scoring: teacher observes that the old ribbon is removed and that the machine functions correctly with the inserted ribbon. (Criterion: Ribbon removed and replaced in no more than 2 minutes.)

LANGUAGE Vocabulary and Exponents	QUANT IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
cartridge/spool carbon/fabric Verbs --lift out --thread, rethread --wind --insert, remove	judgement and selection of appropriate size and style of ribbon for machine	-After initial demonstration and practice teacher should observe and check students as the need arises.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
typewriter	kin.	
operating brochure for typewriter	vis.	
replacement ribbons	kin.	
Supportive Instructional Materials		

TYPING

Global Objective: Production Typing

TASKS:

1.0 type straight copy in English*

2.0 type straight copy in Spanish*

3.0 type mailable correspondence in English*

4.0 type mailable correspondence in Spanish*

5.0 type interoffice memorandum in English*

6.0 type interoffice memorandum in Spanish*

7.0 type simple manuscript in English*

8.0 type simple manuscript in Spanish*

9.0 type tables*

10.0 type information on invoices*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

PRODUCTION TYPING

Sub-Objectives:

PRODUCCION EN MECANOGRAFIA

Sub-Objectivos

*1.0

Given alphabetic copy of normal difficulty and a five minute, timed writing, learner will type material with a rate of at least 40 wpm with no more than 5 errors.

I--Al pasar a máquina una copia alfabética de dificultad corriente con cinco minutos de límite, el estudiante logrará hacerlo con una velocidad mínima de 40 palabras por minuto sin cometer errores.

Evaluation

Test 2, Lesson 50; 52-F/54-F/56-E, Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 5 errors and a rate of at least 40 wpm.)

II--Given alphabetic and numeric copy and a three minute, timed writing, learner will type material at a rate of at least 2/3 of normal, straight copy rate with no more than 3 errors.

II--Al pasar a máquina una copia alfabética-numérica con tres minutos de límite, el estudiante logrará hacerlo con una velocidad mínima de dos tercios del anterior (1.0.I) sin cometer más de tres errores.

Evaluation

Clinic A, p. 123, Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 3 errors at a rate 2/3 of straight copy rate for object 1.0, part I.

1.1

Given an easy 150 word, alphabetic paragraph and 2 timed writings, learner will type paragraph in 5 minutes with no more than 4 errors.

Al pasar a máquina dos veces un párrafo alfabético sencillo de 150 palabras con un límite de cinco minutos cada vez, el estudiante logrará hacerlo sin cometer más de 4 errores.

Evaluation

27-F, 29-F Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in 5 minutes on best of two timings.)

1.2

Given easy, 160 word, alphabetic copy of two paragraphs and two, timed writings, learner will type copy in 5 minutes with no more than 4 errors.

Al pasar a máquina dos veces una copia alfabética sencilla de dos párrafos de cinco minutos cada vez, el estudiante logrará hacerlo sin cometer más de 5 errores.

Evaluation

31-F Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 4 errors in 5 minutes on best of two timings.)

*2.0

I--Al pasar a máquina una copia alfabética en español de dificultad corriente con cinco minutos de límite, el estudiante logrará hacerlo con una velocidad mínima de 40 palabras por el minuto sin cometer más de cinco errores.

Given alphabetic copy in Spanish of average difficulty and a five minute timed writing, learner will type a minimum of 40 wpm with no more than 5 errors.

Evaluación

I--Ejercicio 7, Lección 20. Mecanografía al Día o el equivalente. El conteo--Cuente los errores y calcule el tiempo. El criterio--40 palabras por el minuto con un mínimo de 5 errores.

Evaluation

I--Ejercicio 7, Lección 20, Mecanografía al Día or equivalent. Scoring: Count errors and time. (Criterion: 40 wpm with no more than 5 errors.

II--Al pasar a máquina una copia alfabética-numérica en español de dificultad corriente con 3 minutos de límite, el estudiante logrará hacerlo con una velocidad mínima de dos tercios del anterior sin cometer más de tres errores.

II--Given alphabetic and numeric copy in Spanish of average difficulty and a three minute, timed writing, learner will type at a rate of at least 2/3 of the straight alphabetic copy rate with no more than 3 errors.

Evaluación

II--Se presenta al estudiante una copia (preparada por el instructor) de un párrafo de 120 palabras de dificultad corriente en que aparece cada dígito (0-9) de por lo menos una vez cada uno donde se mantiene una relación de un numeral a cada tres palabras. El conteo--Cuente los errores y calcule el tiempo. El criterio--Velocidad mínima de dos tercios del anterior con más de tres errores.

Evaluation

II--Learner is presented with instructor prepared copy of a 120 word paragraph of normal difficulty utilizing each of the digits at least once, maintaining a ratio of 1 number to 3 words. Scoring: Count errors and time. (Criterion: Typing rate at least 2/3 of straight copy rate with no more than 3 errors.)

2.1

Al pasar a máquina dos veces 4 líneas de copia en español utilizando las teclas alfabéticas y numéricas con dos minutos de límite cada vez, el estudiante logrará hacerlo con no más de 4 errores.

Given 4 lines of copy in Spanish utilizing alphabetic and numeric keys and 2, timed writings, learner will type a copy in two minutes with no more than 4 errors.

Evaluación

Ejercicio 6, p. 29. Mecanografía al Día o

equivalente. El conteo--Cuente los errores y calcule el tiempo. El criterio--Una copia de dos minutos con no más de 4 errores calificando la mejor de las dos copias hechas.

Evaluation

Ejercicio 6, p. 29, Mecanografía al Día or equivalent material. Scoring: Count errors and time. (Criterion: One copy in 2 minutes with no more than 4 errors on the best of the two, timed writings.)

2.2

Al pasar a máquina dos veces una copia alfabética en español de 160 palabras que requiere el uso de la tecla tabuladora, de todas las teclas alfabéticas, del punto, de la coma, del acento, de la diéresis, de signos de interrogación, de dos puntos, del punto y coma con un límite de diez minutos cada vez, el estudiante logrará hacerlo con no más de 4 errores.

Given alphabetic copy in Spanish of 160 words requiring the use of the tabulator, all alphabetic keys, period, comma, accent, dieresis, semi-colon, question marks, and two, timed writings, learner will type a copy in 10 minutes with no more than 4 errors.

Evaluación

Ejercicio 2, p. 35, Mecanografía al Día o el equivalente. El conteo--Cuente los errores y calcule el tiempo. El criterio--Una copia dentro de 10 minutos con no más de 4 errores calificando la mejor de las dos copias.

Evaluation

Ejercicio 2, p. 35, Mecanografía al Día or equivalent material. Scoring: Count errors and time. (Criterion: One copy in 10 minutes with no more than 4 errors on best of two timings.)

2.3

Al pasar a máquina dos veces una copia alfabética en español de 120 palabras que requieren el uso del tabulador, de todas las teclas alfabéticas, del punto, de la coma, del acento, de la diéresis, del punto y coma el estudiante con un límite de 6 minutos logrará hacerlo sin cometer más de 4 errores.

Given alphabetic copy in Spanish of 120 words requiring use of the tabulator, all alphabetic keys, period, comma, accent, colon, quotation marks, exclamation mark, and question mark, and two, timed writings, learner will type a copy in 6 minutes with no more than 4 errors.

Evaluación

Ejercicio 3, p. 35, Mecanografía al Día o el equivalente. El conteo--Cuente los errores y calcule el tiempo. El criterio--Una copia dentro de 6 minutos con más de 4 errores calificando la mejor de las dos copias.

Evaluation

Ejercicio 3, p. 35, Mecanografía al Día or equivalent material. Scoring: Count errors and time. (Criterion: One copy in 6 minutes with no more than 4 errors on best of two timings.)

2.4

Al pasar a máquina dos veces, con un límite de 5 minutos cada vez, una copia alfabética en español de 125 palabras que requiere el uso del tabulador, de todas las teclas alfabéticas, del punto y coma, de dos puntos y del guión, el estudiante logrará hacerlo sin cometer más de cuatro errores.

Given alphabetic copy in Spanish of 125 words requiring use of tabulator, all alphabetic keys, period, comma, accent, semicolon, colon, hyphen, and two, timed writings, learner will type a copy in 5 minutes with no more than 4 errors.

Evaluación

Ejercicio 9, Lección 17, Mecanografía al Día o el equivalente. El conteo--Cuente los errores y calcule el tiempo. El criterio--Una copia de 5 minutos sin no más de 4 errores, calificando la mejor de las dos copias.

Evaluation

Ejercicio 9, Lección 17, Mecanografía al Día or equivalent material. Scoring: Count errors and time. (Criterion: One copy in 5 minutes with no more than 4 errors on best of two timings.)

2.5

Al pasar a máquina dos veces, con un límite de 5 minutos cada vez, dos párrafos de copia alfabética en español de 160 palabras que requiere el uso del punto, del acento, del punto y coma y del guión, el estudiante logrará hacerlo con no más de 4 errores.

Give two paragraphs of alphabetic copy in Spanish of 160 words utilizing period, accent, semicolon, hyphen, and two, timed writings, learner will type copy in five minutes with no more than 4 errors.

Evaluación

Ejercicio 9, Lección 18, Mecanografía al Día o el equivalente. El conteo--Cuente los errores y calcule el tiempo. El criterio--Una copia de 5 minutos con no más de 4 errores calificando la mejor de las dos copias.

Evaluation

Ejercicio 9, Lección 18, Mecanografía al Día or equivalent material. Scoring: Count errors and time. (Criterion: One copy in 5 minutes with no more than 4 errors on best of two timings.)

2.6

Al pasar a máquina dos veces con un límite de 4 minutos cada vez, un párrafo alfabético de 150 palabras en español de dificultad corriente, el estudiante logrará hacerlo sin cometer más de 4 errores.

Given a 150 word, alphabetic paragraph in Spanish of normal difficulty and two, timed writings, learner will type the paragraph in 4 minutes with no more than 4 errors.

Evaluación

Ejercicio 10, Lección 19, Mecanografía al Día o el equivalente. El conteo--Cuente los errores y calcule el tiempo. El criterio--Una copia de 4 minutos con más de 4 errores, calificando la mejor de las dos copias.

Evaluation

Ejercicio 10, Lección 19, Mecanografía al Día or equivalent material. Scoring: Count errors and time. (Criterion: One copy in 4 minutes with no more than 4 errors on best of two timings.)

*3.0

I--Given 8 1/2 x 11 paper, envelopes, two unarranged letters of approximately 150 words each, enclosure and reference notation, learner will type one in block and one in semi-block style and prepare envelopes for each in 20 minutes with all errors neatly corrected.

I--Al tener a mano papel de 8 1/2" x 11", unos sobres, más el contenido de dos cartas de aproximadamente 150 palabras cada una, los anexos más las anotaciones de referencias, el estudiante prepará a máquina dos cartas: una al estilo bloque y la otra al estilo semi-bloque juntas con los sobres para cada una dentro de 20 minutos habiendo corregido todos los errores nítidamente.

Evaluation

Test 3-B, Lesson 75, Typing 75 Basic or equivalent material from Business Letter Handbook, Part 2. Scoring: Count time, position of each part of the letters and envelopes, and uncorrected errors. (Criterion: Letters and envelopes prepared with all errors corrected in 20 minutes.)

II--Given 8 1/2 x 11 paper, envelope, and a handwritten letter of 150 words including enclosures and reference notation, learner will type the letter in either block or semi-block style and prepare an envelope in 20 minutes with all errors neatly corrected.

II--Al tener a mano papel de 8 1/2" x 11", un sobre, más una carta de 150 palabras escrita a mano, los anexos, más las anotaciones de referencias, el estudiante prepará a máquina el estilo bloque o semi-bloque juntas con un sobre dentro de 20 minutos habiendo corregido todos los errores nítidamente.

Evaluation

Teacher can prepare a handwritten letter not used for Objective 1.0 or a letter selected from the Business Letter Handbook, Part 2. Scoring: Count time, position of each part of letter and envelope and uncorrected errors. (Criterion: Letter and envelope prepared correctly with all errors corrected in 20 minutes.)

3.1

Given 8 1/2 x 11 paper and three, unarranged letters of 150 words each, including heading, date line, inside address, salutation, body, complimentary close, and writer's identification, and two, timed writings for each letter, learner will type each letter in block style in 5 minutes with no more than 4 errors.

Al tener a mano papel de 8 1/2" x 11" y el contenido de tres cartas de 150 palabras cada una más el saber el encabezamiento, la fecha, la dirección del destinatario, el saludo, el texto, la despedida y los iniciales de identificación, el estudiante las pasará a máquina dos veces cada una al estilo bloque con un límite de cinco minutos cada vez sin cometer más de cuatro errores en cada carta.

Evaluation

Letters 6, 7, 8, Lesson 35, Typing 75 Basic or equivalent material. Scoring: Count errors and time, and positioning of each part. (Criterion: Completed letter with no more than 4 errors in 5 minutes on best of two timings.)

3.2

Given 8 1/2 x 11 paper, a sample envelope, and an unarranged letter with date, inside address, salutation, subject line, body of approximately 130 words, complimentary close, company signature, writer's identification, cc carbon copies, initials, and enclosures, learner will type the letter in block style and address the envelope in 6 minutes with no more than 4 errors.

Al tener a mano papel de 8 1/2" x 11", un sobre y el contenido de una carta, más la fecha, la dirección del destinatario, el saludo, la línea del asunto, un texto de aproxímadamente 130 palabras, la despedida, la firma de la compañía, el título de quién la firma, indicación de las copias de carbón, las iniciales de identificación y los anexos, el estudiante la pasará a máquina al estilo bloque o semi-bloque además de poner la dirección del destinatario al sobre, dentro de seis minutos sin cometer más de 4 errores.

Evaluation

Letter 20, Lesson 60, Typing 75 Basic or equivalent material. Scoring: Count errors, time, and positions of each part of letter and envelope. (Criterion: Completed letter and envelope with no more than 4 errors in 6 minutes.)

4.0

I--Al tener a mano papel de 8 1/2" x 11", unos sobres y el contenido de dos cartas en español de aproximadamente 150 palabras, el estudiante pasará a máquina dos cartas, la primera al estilo semi-bloque y la otra al estilo bloque, más preparará los sobres para cada una dentro de 20 minutos con todos los errores corregidos.

I--Given 8 1/2 x 11 paper, envelopes, and two unarranged letters in Spanish of approximately 150 words, learner will type one letter in block style and one in semi-block style, and prepare envelopes for each in 20 minutes with all errors corrected.

Evaluación

Ejercicio 11, Lección 42, Mecanografía al Día; Carta no. 3, Lección 55, Técnicas Mecanográficas Modernas o material equivalente. El conteo--Cuente el tiempo y califique la presentación de cada parte de la carta comercial y del sobre; también se cuentan los errores no corregidos. El criterio--La presentacíon correcta de las cartas sobres con todos los errores corregidos dentro de un límite de 20 minutos.

Evaluation

Ejercicio 11, Lección 42, Mecanografía al Día; carte #3, Leccion 55, Técnicas Mecanograficas Modernas or equivalent material. Scoring: Count time, position of each part of the letter and envelope, and uncorrected errors. (Criterion: Letters and envelopes prepared with all errors corrected in 20 minutes.)

II--Al tener a mano papel de 8 1/2" x 11", unos sobres, y el contenido de dos cartas en español escritas a mano, de aproximadamente 150 palabras cada una, el estudiante las pasará a máquina al estilo bloque o semibloque, además de preparar los sobres dentro de 20 minutos con todos los errores corregidos.

II--Given 8 1/2 x 11 paper, envelope and a handwritten letter of 150 words in Spanish, learner will type the letter in block or semi-block style and prepare the envelope in 20 minutes will all errors corrected.

Evaluación

El instructor puede preparar una carta escrita a mano no usada en el Objetivo 1.0, Parte I, o una carta escogida de la Business Letter Handbook, Parte 3. El conteo--Cuente el tiempo, clasifique posición correcta de cada parte de la carta y del sobre, más todos los errores no corregidos. El criterio--La presentación correcta de las cartas y sobres con todos los errores corregidos dentro de un límite de 20 minutos.

Evaluation

Teacher can prepare a handwritten letter not used for Objective 1.0, Part I, or a letter selected from the Business Letter Handbook, Parte 3. Scoring: Count time, position of each part of the letter and envelope, and uncorrected errors. (Criterion: Letter and envelope prepared with all errors corrected in 20 minutes.)

4.1

Al estudiar una carta comercial en español con 9 partes, el estudiante identificará las partes con 90% de exactitud.

Given a business letter in Spanish with 9 parts, learner will identity the parts with 90% accuracy.

Evaluación

Se presenta al estudiante una carta comercial en español con un espacio en blanco al lado de cada parte. El estudiante se mandará a escribir el nombre de cada parte en español en dichos espacios. El conteo--Un total de nueve puntos, uno para cada parte correctamente identificada. El criterio--ocho puntos.

Evaluation

Learner is presented with a business letter in Spanish with a space beside each part. Learner is instructed to write the name of each part in Spanish. Scoring: Nine points total, 1 point for each part correctly identified. (Criterion: 8 points.)

4.2

Al tener a mano papel de 8 1/2" x 11", un sobre, y el contenido de una carta en español, el estudiante pasará a máquina la carta al estilo bloque además de preparar el sobre dentro de 6 minutos sin cometer más de cuatro errores.

Given 8 1/2 x 11 paper, an envelope, and an unarranged letter in Spanish of approximately 150 words, learner will type the letter in block style and prepare the envelope in 6 minutes with no more than 4 errors.

Evaluación

Ejercicio 2, Lección 42, Mecanografía al Día o el equivalente. El conteo--Cuente los errores, calcule el tiempo y califique la posición de cada parte de la carta y el sobre. El criterio--La carta y el sobre bien presentados con todas las partes en las posiciones correctas sin cometer más de cuatro errores.

Evaluation

Ejercicio 2, Lección 42, Mecanografía al Día or equivalent material. Scoring: Count errors, time and position of each part of letter and envelope. (Criterion: Letter and envelope completed with all parts correctly positioned and no more than 4 errors.)

4.3

Al tener a mano papel de 8 1/2" x 11", un sobre y el contenido de una carta en español de aproximadamente 150 palabras, el estudiante la pasará a máquina al estilo semibloque y preparará el sobre dentro de 6 minutos sin cometer más de cuatro errores.

Given 8 1/2 x 11 paper, an envelope, and an unarranged letter in Spanish of approximately 150 words, learner will type the letter in semi-block style and prepare the envelope in 6 minutes with no more than 4 errors.

Evaluación

Ejercicio 3, Lección 42, Mecanografía al Día o el equivalente. El conteo--Cuente los errores, calcule el tiempo y califique la posición de cada parte de la carta y del sobre. El criterio--La carta y el sobre bien presentados con todas las partes en las posiciones correctas sin cometer más de cuatro errores.

Evaluation

Ejercicio 3, Lección 42, Mecanografía al Día or equivalent material. Scoring: Count errors, time, and position of each part of letter and envelope. (Criterion: Letter and envelope completed with all parts correctly positioned with no more than 4 errors.)

5.0

I--Given 8 1/2 x 11 paper and information about contents for a 150 word memorandum, learner will type one half-size 8 1/2 x 11 memorandum in 5 minutes will all errors corrected.

I--Al tener a mano papel de 8 1/2" x 11", más información sobre el contenido de un memorandum de 150 palabras, el estudiante redactará a máquina un memorandum, utilizando media hoja de papel dentro de cinco minutos corrigiendo todos los errores.

Evaluation

Forms 5 and 6, Lesson 64, Typing 75 Basic or equivalent material. Scoring: Count time, position of each part of the memorandum, and uncorrected errors. (Criterion: Memorandum prepared with all parts positioned correctly and all errors corrected in 5 minutes.

II--Given 8 1/2 x 11 paper and information about contents for a 300 word memorandum, learner will type one full-page memorandum in 10 minutes with all errors corrected.

II--Al tener a mano papel de 8 1/2" x 11", más información del contenido de un memorandum de 300 palabras, el estudiante redactará a máquina un memorandum utilizando la hoja completa dentro de 10 minutos corrigiendo todos los errores.

Evaluation

II: Form 7, Lesson 64, Typing 75 Basic or equivalent material. Scoring: Count time, position of each part and uncorrected errors. (Criterion: Memorandum prepared with all parts positioned correctly and all errors corrected in 10 minutes.

*6.0

Al tener a mano un papel de 8 1/2" x 11", más información sobre el contenido de un memorandum en español de 150 palabras, el estudiante redactará a máquina un memorandum utilizando media hoja dentro de 5 minutos corrigiendo todos los errores.

Given 8 1/2 x 11 paper and information about contents for a 150 word memorandum in Spanish, learner will type one half-size 8 1/2 x 11 memorandum in 5 minutes with all errors corrected.

Evaluación

Memorandum 2, p. 158, Técnicas Mecanográficas Modernas o el equivalente. El conteo--Se cuenta el tiempo, la posición de cada parte del memorandum y errores no corregidos. El criterio--El memorandum preparado con todas las partes en las posiciones correctas con todos los errores corregidos dentro de cinco minutos.

Evaluation

Memorandum 2, p. 158 Técnicas Mecanográficas Modernas or equivalent material. Scoring: Count time, position of each part of the memorandum, and uncorrected errors. (Criterion: Memorandum prepared with all parts positioned correctly and all errors corrected in 5 minutes.)

*7.0

Given a handwritten rough-draft copy of a 250 word manuscript, learner will set-up headings and type the manuscript with all errors corrected in 30 minutes.

Al considerar el borrador de un informe de 250 palabras escritos a mano, el estudiante establecerá los encabezamientos para pasarlo a máquina con todos los errores corregidos dentro de 30 minutos.

Evaluation

Manuscript 11, Lesson 69, Typing 75 Basic or equivalent material may be prepared in handwritten form. Scoring: Count time, uncorrected errors, and position of headings and text on the page. (Criterion: Manuscript prepared with headings and text correctly positioned and all errors corrected in 30 minutes.)

7.1

Given 8 1/2 x 11 paper and two, typed, arranged, one-page manuscripts of between 175-190 words including title, subtitle, by-line, body, side headings, and balance line, learner will make machine adjustments and type each manuscript centered with balance line deleted with no more than 4 errors in 10 minutes.

Al tener a mano papel de 8 1/2" x 11", más dos informes correctamente arreglados y escritos a máquina de una página cada uno con 175 a 190 palabras, que incluyen el título, subtítulo, nombre del autor, texto, encabezamientos laterales y la línea de balanza (balance line) para pasar cada informe bien centralizado sin la línea de balanza y con no más de cuatro errores dentro de 10 minutos.

Evaluation

Manuscripts 2 and 4, Lessons 44/45, Typing 75 Basic or equivalent material. Scoring: Count errors, time, and arrangement of manuscript. (Criterion: Each manuscript centered with no arrangement errors and no more than 4 typographical errors in 10 minutes including set-up time.)

7.2

Given 8 1/2 x 11 paper and a one page manuscript of approximately 190 words in length with enumerations and title, learner will make machine adjustments and type manuscript centered in 10 minutes.

Al tener a mano un papel de 8 1/2" x 11", más un informe de una página de aproximadamente 190 palabras con enumeraciones y título, el estudiante hará los ajustes de la máquina necesarios para pasar el informe bien centralizado dentro de 10 minutos.

Evaluation

Manuscript 6, Lesson 46, Typing 75 Basic or equivalent material. Scoring: Count errors, time, and arrangement of manuscript. (Criterion: Manuscript centered with no arrangement errors and no more than 4 typographical errors in 10 minutes including set-up time.)

*8.0

Al considerar el borrador de un informe de 250 palabras a mano, el estudiante establecerá los encabezamientos para pasarlo a máquina con todos los errores corregidos dentro de 30 minutos.

Given a handwritten, rough-draft copy of a 250 word manuscript in Spanish, learner will set-up heading and type the manuscript will all errors corrected in 30 minutes.

Evaluación

Manuscritos 72-E (cualquier sección de 250 palabras) Técnicas Mecanográficas Modernas o el equivalente se puede preparar a mano. El conteo--Se cuenta el tiempo, los errores no corregidos, la posición de los encabezamientos y la colocación del texto en la página. El criterio--Presentación correcta de los encabezamientos con todos los errores corregidos dentro de 30 minutos.

Evaluation

Manuscrito 72-E (any 250 section) Técnicas Mecanográficas Modernas or equivalent material may be prepared in handwritten form. Scoring: Count time, uncorrected errors, and position of headings and text on the page. (Criterion: Manuscript prepared with headings and text correctly positioned and all errors corrected in 30 minutes.)

*9.0

Given 8 1/2 x 11 paper and copy of 40 items arranged with headings, learner will type a 4 column table, centered vertically and horizontally, with all errors corrected in 20 minutes.

Al tener a mano un papel de 8 1/2" x 11", más una copia de 40 artículos arreglados con los encabezamientos, el estudiante los presentará a máquina en una tabla de 4 columnas centralizadas vertical y horizontalmente con todos los errores corregidos dentro de 20 minutos.

Evaluation

Table 10, Lesson 49 Typing 75 Basic or equivalent material. Scoring: Count time, uncorrected errors, and arrangement of table. (Criterion: Completed table with all errors corrected in 20 minutes.)

9.1

Given 8 1/2 x 11 paper, a three column table of 80 words of arranged material with title, and two, timed writings, learner will make machine adjustments in 3 minutes, type the table in 3 minutes with no arrangement errors and no more than 3 typographical errors.

Al tener a mano papel de 8 1/2" x 11", una tabla que presenta ochenta palabras en tres columnas con encabezamientos, el estudiante hará ajustes a la máquina para pasar la tabla dos veces con un límite de tres minutos cada vez sin equivocaciones en cuanto al arreglo ni con más de tres errores mecanográficos.

Evaluation

Table 3, Lesson 39, Typing 75 Basic or equivalent material. Scoring: Count errors, time, and arrangement of table. (Criterion: Completed table with no more than 3 errors and no arrangement errors in 6 minutes on best of two timings.)

9.2

Given 8 1/2 x 11 paper, a three column table between 95-100 words of arranged material with title and underlined column headings, and two, timed writings, learner will make machine adjustment in 3 minutes and type the table centered on the page with no arrangement errors and no more than 3 typographical errors in 3 minutes.

Al tener a mano papel de 8 1/2" x 11", una tabla que presenta entre 95 a 100 palabras en tres columnas con título y encabezamientos subrayados, el estudiante hará ajustes de la máquina necesarios para pasar la tabla dos veces con un límite de tres minutos cada vez centralizando bien el trabajo sin equivocaciones en cuanto al arreglo ni con más de tres errores mecanográficos dentro de tres minutos.

*10.0

Given a copy of an invoice form, name, address, date, and five columns of information with 9 items each, amount due, delivery charges and total amount due, learner will type the form within 15 minutes with all errors corrected.

Al tener el formulario de factura, más el nombre, la dirección, la fecha, y 5 columnas de información con 9 entradas en cada una, más el total de la venta, el cobro de entrega y el gran total a cobrar, el estudiante llenará el formulario de factura dentro de 15 minutos con todos los errores corregidos.

Evaluation

Test 3-C, Lesson 75, Typing 75 Basic or equivalent material. Scoring: Count uncorrected errors, time, and placement of information. (Criterion: Completed invoice with all errors corrected in 15 minutes.)

10.1

Given a copy of an invoice form, name, address, date, 4 columns of information with 6 pieces of information in each column, learner will type the invoice form including "Amount Due", "3% sales tax", and "Total Amount Due" within 10 minutes with all errors corrected.

Al tener el formulario de factura, más el nombre, la dirección, la fecha y cuatro columnas de información con 6 entradas de información en cada una, el estudiante llenará a máquina la factura proporcionando el total de venta, 3% impuestos de venta y el gran total a cobrar dentro de 10 minutos con todos los errores corregidos.

Evaluation

Form 9, Lesson 65, Typing 75 Basic or equivalent material. Scoring: Count uncorrected errors, time, and placement of information. (Criterion: Completed invoice with all errors corrected in 10 minutes.)

GLOBAL OBJECTIVE: production typing

TASK(competency): 1.0 type straight copy in English

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
I--Given alphabetic copy of normal difficulty and a five minute, time writing, learner will type material with a rate of at least 40 wpm with no more than 5 errors. II--Given alphabetic and numeric copy and three minute, timed writing, learner will type at a rate of at least 2/3 of normal, straight copy rate with no more than 3 errors.	-Employ timings of different length to build skill on short writings and stamina on longer writings. -Have student learn how to compute and record their own rate of timing for different time writings. -Inform student before a drill whether they are to concentrate on speed or accuracy or both.

EVALUATION

Test 2, Lesson 50; 52-F/54-F/56-E, Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 5 errors at a rate of at least 40 wpm.

Part II--Clinic A, p. 123, Typing 75 Basic or equivalent material. Scoring: Count errors and time. (Criterion: No more than 3 errors at a rate 2/3 of straight copy rate for Object 1.0, Part I.)

LANGUAGE Vocabulary and Exponents	QUANT IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
		-Instructors may profitably prescribe remedial drills to students selected from Gregg, I.P.M. or Typing Power Drills - The Typing Basic '75 teachers guide lists lessons which must be covered because they introduce new material as well as others which can be treated as optional if not needed because they reinforce or review. Consult Instructor's Manual and Visual Key for Typing 75 Basic. -Emphasize the importance of warm up exercise as soon as the student get to class. -Seat students with the same speed in the same area of the room.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Typing 75 Basic (at the end of Lesson 50 or 75)	kin.	44
Paced Number Typing	aud.	81
Supportive Instructional Materials		
Gregg, I.P.M.		56
Typing Power Drills		43
Gregg Tailored Timings		80

GLOBAL OBJECTIVE: production typing

TASK(competency): 2.0 type straight copy in Spanish

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
I--Given alphabetic copy in Spanish of average difficulty and a five minute time writing, learner will type a minimum of 40 wpm with no more than 5 errors. II--Given alhpabetic and numeric copy in Spanish of average difficulty and a three minute, timed writing, learner will type at a rate of at least 2/3 of the straight alphabetic copy rate with no more than 3 errors.	-Additional speed and technique exercises should be used to supplement the suggested text since it employs the Speedwriting method of instruction and introduces the keys and offers little speed and stamina material until later on. -Once students have mastered all alphabetic keys drill material may be selected from lecciones 21 and 22 in Mecanografía al Día to develop speed.

EVALUATION

I--Ejercicio 7, Lección 20, Mecanografía al Día or equivalent. Scoring: Count errors and time. (Criterion: 40 wpm with no more than 5 errors.)

II--Learner is presented with instructor prepared copy of a 120 word paragraph of normal difficulty utilizing each of the digits at least once, maintaining a ratio of 1 number to 3 words. Scoring: Count errors and time. (Criterion: Typing rate at least 2/3 of straight copy rate with no more than 3 errors.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
		-Speed may initially be slower because of additional stroking required for placing accents, but generally students can maintain the same speed because they are more familiar with the content.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Mecanografía al Día (end of Lesson 24).	vis.	5
Supportive Instructional Materials		

GLOBAL OBJECTIVE: production typing

TASK(competency): 3.0 type mailable correspondence English

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 8 1/2 x 11 paper, envelopes, two unarranged letters of approximately 150 words each with enclosure and reference notation, learner will type one in block and one in semiblock style and prepare envelopes for each in 20 minutes with all errors neatly corrected.	-Demonstrate letter styles to students by showing examples of each style. -Give students the same letter and have them practice typing it in different styles. Students may substitute their own names in the samples. -Have students practice with handwritten copy as well as text copy. Use different handwriting styles. -Have students practice envelopes by tabing to the center. If large number of envelopes are to be typed have students set left margin.

EVALUATION
Test 3-B, Lesson 75, Typing 75 Basic or equivalent material from Business Letter Handbook, Part 2. Scoring: Count time, position of each part of the letters and envelopes, and uncorrected errors. (Criterion: Letters and envelopes prepared with all errors corrected in 20 minutes.

LANGUAGE Vocabulary and Exponents	QUAN[illegible]IVE Numerical and Mathematical	SUGGESTIONS and COMMEN[illegible]
block semi-block inside address return address date salutation original/final, carbon, photocopy enclosure complimentary closing letterhead signature body ko-rec-type, liquid paper, eraser	match envelope and letter size. counting by 2's for spacing and centering.	-This is a good place to begin showing students the use of ko-rec-type, liquid paper, and erasers. -Be sure to provide adequate training with handwritten copy since this is what they will most frequently encounter in the office.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Typing 75 Basic (by the end of Lesson 75)	vis.	44
Business Letter Handbook, Chapters 1 and 2	vis.	17
Supportive Instructional Materials		
General Office Procedures, Unit 7	vis.	23

GLOBAL OBJECTIVE: production typing

TASK(competency): 4.0 type mailable correspondence in Spanish

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
I--Given 8 1/2 x 11 paper, envelopes, and two unarranged letters in Spanish of approximately 150 words, learner will type one letter in block style and one in semi-block style, and prepare envelopes for each in 20 minutes with all errors corrected. II--Given 8 1/2 x 11 paper, envelope and a handwritten letter of 150 words in Spanish, learner will type the letter in either block or semi-block style and prepare the envelope in 20 minutes with all errors corrected.	-Demonstrate letter style to students by showing examples from Part 3 of the Business Letter Handbook. -Show students copies of rough-draft material and then the final copy. -Give students a letter which is cut into sections horizontally and have them arrange it in the proper sequence.

EVALUATION

I--Ejercico 11, Lección 42, Mecanografía al Día; carta #3, Lección 55, Técnicas Mecanográficas Modernas or equivalent material. Scoring: Count time, position of each part of the letter and envelope, and uncorrected errors. (Criterion: Letters and envelopes prepared with all errors corrected in 20 minutes.)

II--Teacher can prepare a handwritten letter not used for Objective 1.0, Part I, or a letter selected from the Business Letter Handbook, Part 3. Scoring: Count time, position of each part of the letter and envelope, and uncorrected errors. (Criterion: Letter and envelope prepared with all errors corrected in 20 minutes.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
membrete fecha copias al carbón nombre y dirección del distinatario saludo texto de la carta despedida bloque semi-bloque	match envelope and letter size counting for spacing and centering	-Have students practice with rough-draft copy with missing accents and punctuation so that they get used to normal office copy. -Students who have mastered the business letter in English first should have little difficulty for the format is basically the same.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Mecanografía al Día (by end of Lesson 44)	vis.	5
Business Letter Handbook, Chapter #3	vis.	17
sample letters handwritten and typed copy	vis.	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: production typing

TASK(competency): 5.0 type interoffice memorandum in English

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
I--Given 8 1/2 x 11 paper and information about contents for a 150 word memorandum, learner will type one half-size 8 1/2 x 11 memorandum in 5 minutes with all errors corrected. II--Given 8 1/2 x 11 paper and information about contents for a 300 word memorandum, learner will type one full-page memorandum 10 minutes with all errors corrected.	-Show students copies of handwritten and typed copies of memorandums. -Have students practice typing from rough-draft, handwritten copy as well as text material. -Have students practice by typing memorandum to other students in the class.

EVALUATION

I--Forms 5 and 6, Lesson 64, Typing 75 Basic or equivalent material. Scoring: Count time, position of each part of the memorandum, and uncorrected errors. (Criterion: Memorandum prepared with all parts positioned correctly and all errors corrected in 5 minutes.)

II--Form 7, Lesson 64, Typing 75 Basic or equivalent material. Scoring: Count time, position of each part and uncorrected errors. (Criterion: Memorandum prepared with all parts positioned correctly and all errors corrected in 10 minutes.)

LANGUAGE Vocabulary and Exponents	QUAN[illegible]IVE Numerical and Mathematical	SUGGESTIONS and COMMEN[illegible]
Interoffice Memorandum/memo --To: --From: --Subject: --Date:		-Explain to students the purpose of memorandums so that the form is meaningful.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Typing 75 Basic, Lesson 63	vis.	44
sample memorandums	vis.	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: production typing

TASK(competency): 6.0 type interoffice-memorandum in Spanish

<table>
<tr><th>PRIMARY TASK OBJECTIVE</th><th>INSTRUCTIONAL METHODS</th></tr>
<tr><td>Given 8 1/2 x 11 paper and information about contents for a 150 word memorandum in Spanish, learner will type one half-size 8 1/2 x 11 memorandum in 5 minutes with all errors corrected.</td><td>-Show students sample copies of handwritten and typed copies of memorandum.
-Have student prepare a handwritten memorandum and another student type the copy.
-Have students practice composing at the machine by writing brief memos to friends in the class.</td></tr>
<tr><th colspan="2">EVALUATION</th></tr>
<tr><td colspan="2">Memorandum 2, p. 158. Técnicas Mecanográficas Modernas or equivalent material. Scoring: Count time, position of each part of the memorandum, and uncorrected errors. (Criterion: Memorandum prepared with all parts positioned correctly and all errors corrected in 5 minutes.)</td></tr>
</table>

LANGUAGE Vocabulary and Exponents	QUAN[illegible]IVE Numerical and Mathematical	SUGGESTIONS and COMMEN[illegible]
A: De: Fecha: Asunto: Memorandum Memorandum Intern		-Students who have mastered the basic form in English experience little difficulty with the form in Spanish.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Técnicas Mecanográficas Modernas, Lesson 65-F	vis.	15
sample memorandum	vis.	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: production typing

TASK(competency): 7.0 type simple manuscript in English

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a handwritten rough-draft copy of a 250 word manuscript, learner will set-up headings and type the manuscript with all errors corrected in 30 minutes.	-Show students different typed manuscripts to illustrate placement of different parts. -Demonstrate the importance of different margins for bound and unbound manuscripts by stapling together pages with not enough margin space. Let the students try to read the hidden copy. -Have students draw their own guidesheets with heavy lines to show required margins.

EVALUATION

Manuscript 11, Lesson 69, Typing 75 Basic or equivalent material may be prepared in handwritten form. Scoring: Count time, uncorrected errors, and position of headings and text on the page. (Criterion: Manuscript prepared with headings and text correctly positioned and all errors corrected in 30 minutes.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
proofreader's symbols bound/unbound footnotes title heading subheading manuscript table of contents		-Refer to ESP lessons for reading proofreader's symbols. -Students at this level are not expected to type long manuscripts but rather short reports in manuscript form. However, students should be able to recognize the different forms and parts of longer manuscripts.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Typing 75 Basic, Lessons 69-70	vis.	44
paper and black pen for drawing guides	kin.	
sample manuscripts	vis.	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: production typing

TASK(competency): 8.0 type simple manuscript in Spanish

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a handwritten, rough-draft copy of a 250 word manuscript in Spanish, learner will set-up heading and type the manuscript with all errors corrected in 30 minutes.	-The method of practice and instruction is the same as with English manuscripts except the students should be able to work with more difficult rough-draft copy. -Provide students with short handwritten, rough-draft copy and have them make all necessary corrections. -Give students typewritten copy with corrections marked and have them type the copy with corrections made.

EVALUATION
Manuscrito 72-E (any 250 section) Técanicas Mecanográficas Modernas or equivalent material may be prepared in handwritten form. Scoring: Count time, uncorrected errors, and position of headings and text on the page. (Criterion: Manuscript prepared with headings and text correctly positioned and all errors corrected in 30 minutes.)

LANGUAGE Vocabulary and Exponents	QUANTI IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
manuscripto esquema índices borrador bibliografía contenido títulos sub-título notas de referencia páginas paginación números romanos números árabes		-Students who have mastered manuscript typing in English should have little difficulty here since the format is basically the same. -Spanish manuscript may be taught before the English manuscript if the students and teacher feel that it is desirable.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Técanicas Mecanográficas Modernas, Lesson 72	vis.	15
Supportive Instructional Materials		

GLOBAL OBJECTIVE: production typing

TASK(competency): 9.0 type tables

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a 8 1/2 x 11 paper and copy of 40 items arranged with headings, learner will type a 4 column table, centered vertically and horizontally, with all errors corrected in 20 minutes.	-Have students practice setting and clearing tabs. -Have students practice centering by using backspace key. Write a word on the board. Mark off each two letter division. Ask students to backspace once for each two letter division as they say them aloud in unison with the teacher as leader. -Teach the backspace from the center method since it is generally the fastest. Have students backspace once for each two strokes in the longest line and one for every two spaces between columns. Then set the left margin at the beginning of the first column. -After the mechanics are mastered have students practice with simple tables.

EVALUATION

Table 10, Lesson 49 Typing 75 Basic or equivalent material. Scoring: Count time, uncorrected errors, and arrangement of table. (Criterion: Completed table with all errors corrected in 20 minutes.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
table tabulation tab margin stop column backspace from center headings		-Use easy copy at first and concentrate more on the mechanics of setting up the table and the mechanics of tabulation rather than stroking errors.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Typing Basic 75, lessons 38-43	vis.	44
Supportive Instructional Materials		
General Office Procedures for College, Unit 6	vis.	23

GLOBAL OBJECTIVE: production typing

TASK(competency): 10.0 type information on invoices

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a copy of an invoice form, name, address, date, and five columns of information with 9 items each, amount due, delivery changes and total amount due, learner will type the form within 15 minutes with all errors corrected.	-Give students different forms and have them practice setting tabs for the columns of information. Students need not type any information. They can simply set the tabs and type xxx. -Have students practice aligning number on the left in columns. -Have students check work very carefully by working in dyads where one student reads the original date while another student checks the typed copy.

EVALUATION

Test 3-C, Lesson 75, Typing 75 Basic or equivalent material. Scoring: Count uncorrected errors, time, and placement of information. (Criterion: Completed invoice with all errors corrected in 15 minutes.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
invoice quantity stock number description unit price total amount due	addition and verification of figures	-Typing invoices provides a good opportunity for additional practice with number keys. -Additional practice can be provided by changing the number in each exercise.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Typing 75 Basic, Lesson 65	vis.	44
Supportive Instructional Materials		
General Office Procedures, Unit 6	vis.	23

CHAPTER VII

ENGLISH FOR SPECIFIC PURPOSES

English for Specific Purposes is designed to provide the basic language skills necessary to accomplish the objectives in the technical skill areas of office practice, typing and filing. This course contrasts with the general ESL course in its orientation to the specific career of the student. Each of the global objectives and tasks in this course provide prerequisite, supplementary language instruction or reinforcement of language related skills necessary to master the objectives in the skills courses.

Each global objective is divided into specific tasks that are primary subcomponents of the global objective. Each of the tasks are expanded into statements of primary objectives which include instructional methodology, materials and evaluation procedures. Enroute and colateral objectives have been identified for each task and are listed as sub-objectives.

Depending upon the background training of the students, they may be able to attempt to meet the criterion for the primary objective without training in the enroute and colateral objectives. With the target population, these students have been the exception rather than the rule. Most students need to demonstrate proficiency at the criterion level for the enroute and colateral objectives before they can demonstrate proficiency in the primary task objective. Of course, this depends on the entering proficiency level of the student.

As with all competency based, criterion-referenced learning systems, the student should be given ample opportunity to demonstrate proficiency for any task. After review, additional practice, or further instruction, the student repeats an alternative evaluation procedure to demonstrate proficiency. Therefore, it is necessary to have alternative forms for each evaluation procedure listed. Only one evaluation procedure is listed with each objective in this course description. With these evaluation procedures as models, however, the teacher can generate his/her own alternative forms to measure students performance for the objective.

Sections from two major texts are utilized throughout this course: Orientation to Business English, II and A Conversation Book, I. These two texts are utilized not because they are ideal or complete but because they contain sections that relate to the needs of the students in relation to particular objectives. Some students may need to complete several sections as a prerequisite to the section recommended for the task objective. This can only be determined by the teacher after observing the performance of each student. As will be evident in the methods and materials section for each task objective, there is a large void in the commercially available materials. Where there was no appropriate text materials identified, teacher prepared transparencies, worksheets, cards, pictures, etc. have been suggested.

Each objective is provided in both English and Spanish. Accepting the premise that objectives are written to communicate in precise form what is expected in a course, the objectives can thus be made available to the students in their native language so that they know what is expected of them before they attempt to demonstrate proficiency.

Objectives covered in course:

I. Alphabetizing

A. identify the letters of the alphabet
B. arrange items in alphabetical order for filing
C. use reference materials arranged alphabetically

II. Writing from Dictation

A. discriminate consonant and vowel sounds
B. spell correctly
C. employ upper and lower case letters appropriately
D. use correct punctuation in dictation
E. write in script neatly
F. write numbers, dates, and times from dictation
G. recall verbal input

III. Setting up and Interpreting Graphs and Charts

A. classify and categorize
B. interpret graphs and charts
C. create graphs and charts

IV. Writing Business Correspondence

A. identify parts of the business letter
B. arrange business letters in different styles
C. divide words properly
D. rewrite copy edited with proofreader's symbols
E. use forms of address and titles in business letters

V. Using the Telephone

A. record messages
B. place calls using appropriate language
C. identify proper phone etiquette

ENGLISH FOR SPECIFIC PURPOSES

Global Objective: Alphabetizing

TASKS:

1.0 identify the letters of the alphabet*

2.0 arrange items in alphabetical order for filing*

3.0 use reference materials arranged alphabetically, e.g. the dictionary, telephone books, etc.*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

ALPHABETIZING: Sub-Objectives:

ALFABETIZANDO: Sub-Objetivos

*1.0

Given orally at random the names for the twenty-six letters of the alphabet, the learner will write the letters with 100% accuracy.

Al oír los nombres de las veintiseis letras del alfabeto inglés no en el orden regular, el estudiante escribirá las letras con 100% de exactitud.

Evaluation:

Taped or live reading of letters at random. Student will write the letters heard. Scroing: 26 points total, 1 point for each letter written. (Criterion: 26 points.)

*2.0

Given a list of 10 names taken from a white pages telephone directory, the learner will arrange the names in alphabetical order with 100% accuracy in 5 minutes.

De una lista de 10 nombres sacados de las páginas blancas de la guía telefónica, el estudiante arreglará los nombres en orden alfabético con 100% de exactitud dentro de cinco minutos.

Evaluation:

Teacher-made test sets consisting of 10 names chosen at random from the telephone directory. Students are directed to alphabetize them. Time is as important as accuracy here. The maximum amount of time allowed is five minutes. Pre-test students before training. For students who meet the minimum criterion, there should be a 50% reduction in time on the post-test. Scoring: 10 points, 1 point for each name in correct order. (Criterion: 10 points in 5 minutes.)

2.1

Given a list of the alphabet A-Z in order and 10 words common in the student's vocabulary, the learner will write the words in alphabetical placement by the first letter with 100% accuracy.

Con el alfabeto escrito en orden de A a Z, junto con 10 palabras comunes del vocabulario del estudiante, él escribirá las palabras en orden alfabético según la primera letra con 100% de exactitud.

Evaluation:

Student will write the words in correct alphabetical order. (Criterion: each word written in correct order.)

2.2

Given a page consisting of 20 sets of letter sequences, 10 in forward order and 10 in reverse order with one blank in each series, the learner will fill in the blanks with the correct letter to complete the alphabetical order with 100% accuracy.

Al estudiar una página en la cual aparece veinte grupos de letras en secuencia alfabética, 10 en el orden usual y 10 en el orden invertido, el estudiante llenará los espacios en blanco con las letras correctas para completar el orden alfabético con 100% de exactitud.

Evaluation:

Printed page of letter sets from different points in the alphabet. Scoring: 1 point for each letter which correctly completes the sequence. (Criterion: 20 points.)

2.3

Given 5 sets of 5 words, each beginning with the same letter, the learner will number the words in alphabetical order with 90% accuracy in 5 minutes.

Trabajando con 5 grupos de 5 palabras, cada uno donde cada palabra en cada grupo empieza con la misma letra, el estudiante numerará las palabras en orden alfabético con 90% de exactitud dentro de 5 minutos.

Evaluation:

Printed sheet with the 5 sets of words arranged in 5 different columns with a blank beside each one. Scoring: 25 points total, 1 point for each word correctly numbered for alphabetical sequence. (Criterion: 22 points.)

2.4

Given 5 sets of 5 words each, one set with words beginning with CL, one with BR, one with TR, one with CH, and one with FL, the learner will number the words in each set in alphabetical order with 90% accuracy in 5 minutes.

Trabajando con 5 grupos de 5 palabras cada uno, de los cuales un grupo empieza con CL, uno con BR, uno con TR, uno con CH, y otro con FL, el estudiante numerará las palabras en cada grupo en orden alfabético con un 90% de exactitud dentro de 15 minutos.

Evaluation:

Printed sheet with the 5 sets of words arranged in 5 different columns with a blank beside each one. Scoring: 25 points total, 1 point for each word correctly numbered for alphabetical sequence. (Criterion: 22 points.)

*3.0

Given 5 sentences with a word underlined, the learner will select from the dictionary the appropriate meaning of each underlined word with 90% accuracy in 15 minutes.

Al ver 5 oraciones con una palabra subrayada en cada una, el estudiante usará el diccionario para encontrar el significado apropiado de cada palabra subrayada con 90% de exactitud dentro de 15 minutos.

Evaluation:

Printed sheet with 5 sentences with one word underlined and a line below each sentence. Scoring: 10 points total, 1 point for locating correct word, 1 point for writing a dictionary meaning appropriate to the context of the sentences. (Criterion: 9 points.)

3.1

Given a dictionary and 10 questions about page location of letter sections, the learner will use the guide words to answer each of the questions with 90% accuracy.

Con el uso de un diccionario y 10 preguntas sobre la ubicación de las páginas para ciertas secciones de letras, el estudiante usará las palabras guías para contestar con 90% de exactitud.

Evaluation:

Teacher prepared questions presented to student in written form which requires student to write the page numbers for the beginning and end of 5 alphabet sections, and 5 questions about the location of a specific word. Scoring: 10 points total, 1 point for each correct page number. (Criterion: 9 points.)

3.2

Given the first and last names of 10 persons, 5 with Spanish surnames and 5 with English surnames from a local telephone directory, the learner will locate the names and write down the telephone numbers in 15 minutes with 90% accuracy.

Dados los nombres y apellidos de 10 personas, de las cuales cinco son de apellidos latinos y 5 de apellidos ingleses, el estudiante los buscará en una guía telefónica local, apuntando los números de teléfono dentro de 15 minutos con 90% de exactitud.

Evaluation:

List of names taken from white pages with a blank next to each name for recording the phone number. Scoring: 10 points total, 1 point for each correct number. (Criterion: 9 points in 15 minutes.)

3.3

Given the names of 5 companies from the local yellow pages (classified directory) which include the name of the product in the company name, the learner will locate the name and write down the telephone number for each in 10 minutes with 80% accuracy.

Dados los nombres de cinco compañías que aparecen en las páginas amarillas de la guía telefónica local, cuyos productos forman parte del nombre de la compañía, el estudiante hallará su número de teléfono con 80% de exactitud.

Evaluation:

List of names taken from the local yellow pages which include the product in the company name and a blank next to each company name for recording the phone number. Scoring: 5 points total, 1 point for each correct number. (Criterion: 4 points in 10 minutes.)

3.4

Given the names of five products or services listed in the local yellow pages, the learner will locate the first company in the alphabetical listing of names which sells the product or provides the service and write down the name of the company and the telephone number in 15 minutes with 80% accuracy.

Dados los nombres de 5 productos o servicios incluídos en las páginas amarillas locales, el estudiante hallará la primera compañía en la lista alfabética de los que venden el producto o proporcionan el servicio, apuntando el nombre de la compañía y su número telefónico dentro de 15 minutos con 80 de exactitud.

Evaluation:

List of names of 5 products taken from the yellow pages with a blank next to each product name for recording the phone number. Scoring: 5 points total, 1 point for locating the name of the company and 1 point for writing the correct telephone number. (Criterion: 8 points.)

GLOBAL OBJECTIVE: Alphabetizing

TASK(competency): 1.0 Identify the letters of the alphabet

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given orally at random the names of twenty-six letters of the alphabet, the learner will write the letters with 100% accuracy.	-Have students become familiar with the alphabet audially by giving them verbal clues (say a letter) and have them circle from a series of letters named. -Use flash cards for practice in dyads. -Teach the alphabet song. -Have students practice saying the letters in groups taking a breath, a natural pause, which will be the sequences in the alphabet song. -Use the alphabet as a stimulus for vocabulary exercises, e.g. name a part of the body that begins wit A. -Have students create games such as "geography" where one students names an object and the next student must name an object that begins with the last letter of the preceding object. This helps in spelling as well as alphabet recognition.

EVALUATION

Taped or live reading of letters at random. Student will write the letters heard. Scoring: 26 points total; 1 point for each letter. (Criterion: 26 points.)

LANGUAGE Vocabulary and Exponents	QUANT[illegible]IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
alphabet consonant vowel upper case (capitals) lower case		-While it may seem elementary, the value is reinforced for students by explaining that as receptionists, correct recording of messages is often dependent on this skill of writing correctly letters of the alphabet when spelling names.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
work sheets with all the letters of the alphabet	vis	
flash cards	vis	
Supportive Instructional Materials		
A Conversation Book, I	vis	10

GLOBAL OBJECTIVE: Alphabetizing

TASK(competency): 2.0 Arrange items in alphabetical order for filing

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a list of names taken from the white pages telephone directory, the learner will arrange the names in alphabetical order with 100% accuracy in five mintues.	-Hand students cards with a letter of the alphabet on each. In dyads, have students tutor each other by asking one student to choose two cards and then the other student must choose a letter which falls between those two. -Students can make up their own alphabet deck of cards. -Have students physically arrange themselves in alphabetical order by last names. -Use phone books to look up specific names for practice in recognizing alphabetical sequencing. -Explain rules for alphabetizing with each succeeding letter. -Use practice worksheets for alphabetizing last names.

EVALUATION

Teacher made test sets consisting of 10 names chosen at random from the telephone directory. Students are directed to alphabetize them. Time is as important as accuracy here. The maximum amount oftime allowed is five minutes. Pre-test students before training. For students who meet the minimum criterion, there should be a 50% reduction in time on the post-test. Scoring: 10 points total; 1 point for each name in correct order. (Criterion: 10 points in 5 minutes.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
alphabet alphabetize file record directory A to Z out of order sequence arrange		-It is often taken for granted that students know the alphabet when in fact, they don't. This skill is extremely important for clerical office workers and the more practice the students have, the better off they will be.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
telephone directory	kin	
flash cards	vis	
Orientation to Business English, Text 2 and Workbook 2, lesson 5	vis	64/65
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Alphabetizing

TASK(competency): 3.0 Use reference materials arranged alphabetically

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 5 sentences with a word underlined, the learner will select from the dictionary the appropriate meaning of each underlined word with 90% accuracy in 15 minutes.	-Have students locate words by first indicating whether they would go to the front, middle or end of dictionary. Repeat with 10 words. -Use overhead transparency to explain and present abbreviations used in dictionary. -Have students make lists of abbreviations for their own use. -Play dictionary game (i.e. What do you think "vole" means?) Have students create absurd definitions. -Demonstrate derivation of meaning from context of statements by elaboration, contrast, paired words, concealed definitions, and substitutions.

EVALUATION

Printed sheet with 5 sentences with one word underlined and a line below each sentence. Scoring: 10 points total; 1 point for locating each word correctly, 1 point for writing a dictionary meaning appropriate to the context of the sentences. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTI IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
guide words syllabification abbreviations used in dictionary clues to pronunciation elaboration contrast paired words concealed definitions meaning from the sentence as a whole		-Students tend to use Spanish-English dictionaries for translation purposes without real exploration of contextual clues. Be sure students examine context for all hints of meaning. Then, appropriate dictionary meaning can be more easily found.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
dictionaries	vis/kin	
overhead transparency of dictionary page	vis	
list of abbreviations	vis	
Orientation in Business English, Workbook 2, p. 15, 21, 41, 54, 73, 87		65
Supportive Instructional Materials		

ENGLISH FOR SPECIFIC PURPOSES

Global Objective: Writing from Dictation

TASKS

1.0 discriminate consonant and vowel sounds*

2.0 spell correctly*

3.0 employ upper and lower case letters appropriately*

4.0 use correct punctuation in dictation*

5.0 write in script neatly*

6.0 write numbers, dates and times from dictation*

7.0 recall verbal input*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

WRITING FROM DICTATION: Sub-Objectives:

DICTADO: Sub-Objetivos

*1.0

Given orally a list of 30 words, 15 of which begin with a vowel and 15 of which begin with a consonant, the learner will write the letter of the initial sound and label it as either a consonant or vowel with 95% accuracy.

Al dictarse una lista de 30 palabras, de las cuales 15 empiezan con una vocal y 15 con un consonante, el estudiante escribirá la letra del sonido inicial clasificándola como una consonante o una vocal con 95% de exactitud.

Evaluation

Taped or live presentation of list with answer sheet where the student writes the initial letter and labels it as either consonant or vowel. Student presented with the following list:

1. ear
2. every
3. apple
4. angry
5. under
6. over
7. include
8. eat
9. illustrate
10. only
11. ulcer
12. and
13. end
14. another
15. easy
16. boy
17. very
18. say
19. they
20. zebra
21. celery
22. cat
23. find
24. seat
25. pat
26. bat
27. fat
28. veal
29. sank
30. jam

Scoring: 60 points total; 1 point for each letter and 1 point for label of either consonant or vowel. (Criterion: 57 points.)

1.1

Given an oral presentation of 28 words, 2 each ending with (b) (d) (g, hard sound) (k) (l) (m) (n) (p) (r) (s) (t) (v) (z), the learner will write the final grapheme with 95% accuracy.

Al oír 28 palabras con dos ejemplos terminados en uno de los siguientes:(b),(d),(g,de gato),(k), (l), (m), (n), (p), (r), (s), (t), (v), (z), el estudiante escribirá el gráfema final (la letra) con 95% de exactitud.

Evaluation

Taped or live reading of words; each word is pronounced twice. Scoring: 28 points total; 1 point for each correct grapheme written. (Criterion: 26 points.)

1.2

Given orally 28 words beginning with each of the nineteen consonant letter sounds (b) (d) (f) (g) (h) (dž) (k) (l) (m) (wh) (n) (p) (r) (s) (t) (v) (w) (j) (z), the learner will write the grapheme of the initial sound with 90% accuracy.

Al dictarse 38 palabras con dos ejemplos empezando con cada uno de los 19 sonidos de las consonantes en inglés: (b), (d), (f), (g), (h), (dž), (k), (l), (m), (wh), (p), (r), (s), (t), (v), (w), (j), (z), el estudiante escribirá el gráfema del sonido de la letra inicial con 90% de exactitud.

Evaluation

Taped or live readings of the words; each word is pronounced twice. Scoring: 38 points total; 1 point for each grapheme correctly written. (Criterion: 34 points.)

1.3

Given a written list of 50 words, the learner will classify all the words beginning with the same letter into groups with 90% accuracy.

Trabajando con una lista escrita de 50 palabras, el estudiante clasificará en grupos todas las palabras que empiezan con la misma letra con un 90% de exactitud.

Evaluation

Written list of 50 words on a sheet with columns to write the word groups. Scoring: 50 points total; 1 point for each word correctly grouped. (Criterion: 45 points.)

1.4

Given five written sets of 3 words each in which all but one contain the same consonant sound, the learner will identify which word is different, with 100% accuracy.

Al estudiar 5 conjuntos escritos de 3 palabras cada uno donde todas menos una contienen el mismo sonido de consonante, el estudiante identificará cuál palabra es diferente con 100% de exactitud.

Evaluation

Written test. Student circles the word which doesn't have the same initial sound. Scoring: 5 points total; 1 point for each word correctly circled. (Criterion: 5 points.)

1.5

Given orally 10 consonant-vowel, consonant words, containing (ə) as in cup, or (I) as in sit, the learner will write the middle letter with 90% accuracy.

Al dictarse 10 palabras que contienen la construcción consonante-vocal-consonante (ə) que ejemplo cup, o (I) por ejemplo sit, el estudiante escribirá las palabras con 90% de exactitud.

Evaluation

Taped or live reading of words: each word is pronounced twice. Student provided with worksheet with the two consonants supplied and must write the letter for the middle vowel. Scoring: 10 points total; 1 point for each correct vowel. (Criterion: 9 points.)

*2.0

Given a list of ten consonant-vowel-vowel-consonant words using /ee/ (meet) /oo/ (book) clusters, the learner will (1) pronounce them and (2) spell the words when they are dictated with 90% accuracy.

Al estudiar una lista de diez palabras de construcción consonante-vocal-vocal-consonante usando grupos de /ee/ (meet), /oo/ (book), el estudiante (1) las pronunciará y (2) las deletreará cuando se le dictan con 90% de exactitud.

Evaluation

(1) Teacher developed written list. Observation of pronunciation by native speaker. Scoring: 10 points total; 1 point for each word pronounced correctly. (Criterion: 9 points.)

(2) Taped or live reading of list; each word is pronounced twice. Learner is instructed to write each word spelled correctly. Scoring: 10 points total; 1 point for each word spelled correctly. (Criterion: 9 points.)

2.1

Given fifteen different sets of three rhyming words each ending with the same final vowel sound (e.g. same, game, name), and a meaning cue (e.g. which can be played), the learner will write the word that matches the question cue with 90% accuracy.

Al escuchar 15 grupos diferentes de 3 palabras que riman cada uno, pues cada una termina con la misma vocal (e.j. same, game, name), y con una surgerencia al sifnificado (e.j.: 10 que se juega), el estudiante escribirá la palabra que corresponde a la sugerencia con 90% de exactitud.

Evaluation

Taped or live reading of list with cue; each set and cue is pronounced twice. Student writes the correct word to respond to the question cue. Scoring: 15 points total; 1 point for each correctly spelled word. (Criterion: 13 points.)

2.2 Given orally ten words containing medial vowel clusters /ai/ (mail), /oa/ (boat), /oe/ (poet), /ee/ (speed), /ea/ (teach), the learner will write the words with 90% accuracy.

Al dictarse 10 palabras que contienen una combinación de vocales mediadas /ai/, /oa/, /oe/, /ee/, /ea/, el estudiante escribirá las palabras con 90% de exactitud.

Evaluation

Taped or live reading of list; each word is pronounced twice. Scoring: 10 points total; 1 point for each correctly spelled word. (Criterion: 9 points.)

*3.0

Given a written (typed) paragraph with 10 errors in capitalization, the learner will edit the paragraph to correct the errors with 90% accuracy.

Al examinar un párrafo escrito a máquina con 10 errores en el uso de las mayúsculas, el estudiante revisará el párrafo corrigiendo los errores con 90% de exactitud.

Evaluation

Teacher prepared paragraph with 10 errors in capitalization. Student circles errors and writes corrections above errors. Scoring: 20 points total; 1 point for circling errors, 1 point for writing corrections. (Criterion: 18 points.)

3.1

Given a list of 20 words with each used in a sentence, ten of which require the use of an initial capital in the specific context of the sentences, the learner will write the capitalized and uncapitalized words (e.g. lake vs. Lake Superior) correctly with 90% accuracy.

Al estudiar una lista de 20 palabras cada una utilizada en una oración, de las cuales 10 requieren el uso de una mayúscula inicial, en el contexto específico de las oraciones (e.j. lake vs. Lake Superior), el estudiante escribirá las palabras con mayúsculas o sin mayusculas correctamente con 90% de exactitud.

Evaluation

Taped or live reading of words which do not always require capitalization within a complete sentence. Each word is repeated before and after complete sentence is read. Scoring: 20 points total; 1 point for each capitalized word requiring capitalization, 1 point for each capitalized word not requiring capitalization. (Criterion: 18 points.)

*4.0

Given a 50 word dictation consisting of 5 sentences indicated by long pauses for periods, 5 words requiring capitalization, and 10 words followed by short pauses for commas, the learner will correctly write the dictation with 90% accuracy.

Al dictarse un párrafo de 50 palabras que se compone de 5 oraciones con pausas largas para puntos, 5 palabras que requieren el uso de mayúsculas, y 10 palabras seguidas con pausas cortas para comas, el estudiante escribirá correctamente el díctado con 90% exactitud.

Evaluation

Taped or live reading of dictation with characteristics listed in objective. Scoring: 70 points total; 1 point for each period (5 points), 1 point for each comma (10 points), 1 point for each capitalization (5 points), 1 point for each word spelled correctly (50 points). (Criterion: 63 points.)

4.1

Given a taped or live reading of a paragraph with 10 short pauses for commas and 5 long pauses for periods, the learner will indicate on a typed copy of the material that s/he hears the places where punctuation would be used by marking a comma or period with 90% accuracy.

Después de oír un párrafo grabado o leído donde se ha heco 10 pausas cortas para comas y cinco pausas largas para puntos, el estudiante indicará en una copia del material escrita a máquina en que haya escuchado las partes donde se requiere a puntuación con 90% de exactitud.

Evaluation

Taped or live reading of paragraph along with typed version of the same paragraph with punctuation missing. Student will place a (,) or a (.) to indicate where the long and short pauses occured in the reading. Scoring: 1 point for each appropriately marked punctuation. (Criterion: 13 points.)

*5.0

Given a dictation of 50 words, previously known to the learner, the learner will write the words in script so that a native speaker can orally produce the words with 95% accuracy.

Al dictarse 50 palabras comunes, anteriormente conocidas por el estudiante, él escribirá las palabras de tal manera que una persona de habla inglés pueda leerlas con 95% de exactitud.

Evaluation

Taped or live presentation of 50 common words. Scoring: 100 points total; 1 point for each word legibly written so that a native speaker can print or type the letters if the stimulus is unknown, 1 point for correct spelling. (Criterion: 95 points.)

*6.0

Given orally 3 sets of numbers: (1) 10 consisting of numbers varying from two to five digits, (2) 10 dates in the form 8/25/45, and (3) 10 times in the form 12:06, the learner will write the numbers with 95% accuracy.

Al oír 3 conjuntos de números: (1) 10 de números que varían de 2 a 5 dígitos, (2) 10 fechas expresadas en la forma 8/23/45 y (3) 10 tiempos expresados en la forma 12:06, el estudiante escribirá los números con 95% de exactitud.

Evaluation

Taped or live reading of the numbers. Each number will be read twice. Student will write the correct digits for the oral stimulus. Scoring: 30 points total; 1 point for each number written with the correct punctuation. (Criterion: 28 points.)

*7.0

Given 10 sentences of eight to ten words, the learner will restate the sentence exactly with 90% accuracy.

Dada 10 oraciones de 8-10 palabras cada una, el estudiante repetirá las oraciones con 90% de exactitud.

Evaluation

Taped or live reading of sentences; each sentence is read twice. Student will restate the sentence on tape for scoring. Scoring: 80-100 points total; 1 point for each word which is the same as the stimulus and in the same order. (Criterion: 72-90, depending on the exact sentence length.)

GLOBAL OBJECTIVE: Writing from Dictation

TASK(competency): 1.0 Discriminate consonant and vowel sounds

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given orally a list of 30 words, 15 of which begin with a vowel and 15 of which begin with a consonant, the learner will write the letter of the initial sound and label it as a consonant or vowel with 95% accuracy.	-Practice auditory discrimination by giving learners minimal pair contrasts in CVC format, e.g. pin/pen or mat/bat. -Practice in dyads allows for listening and pronunciation evaluation. -Practice dictation including key words and vowel sounds. -Use self-evaluation sheet for pronunciation and auditory discrimination skill to be filled out by each student for personal reference. -Use tape recording of practice dictations with key sounds.

EVALUATION

Taped or live presentation of list where student writes the initial letter and labels it as consonant or vowel on an answer sheet. Student presented with the following list: ear, every, apple, angry, under, over, include, eat, illustrate, only, ulcer, and, end, another, easy, boy, very, say, they, zebra, celery, cat, find, seat, pat, bat, fat, veal, sand, and jam. Scoring: 60 points total; 1 point for each letter and 1 point for label of consonant or vowel. (Criterion: 57 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
Vowel Sounds i as in key I as in sit ɛ as in hen e as in say æ as in cat ə as in cup o as in sew ɔ as in law ɑ as in arm aɪ as in buy aʊ as in cow ɔɪ as in boy **Initial Consonant Sounds** p as in pat b as in bad v as in veal s as in sack t as in tap m as in mat n as in not f as in fat θ as in thank ð as in then d as in dash l as in lack č as in chatter j as in jam g as in gap		-Since most of the learner's problems in dictation are a result of poor discriminatory skills, practice can be accomplished in many ways in future lessons which are relevant to their occupational goals. -It is important to devote attention to those sounds which are markedly different in the student's first language as revealed by initial observation of students' ability.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
cloze dictation sheets	vis	
tape recording of minimal pairs	aud	
self-evaluation sheet		
Orientation to Business English, Workbook II, Lesson 3, p. 15, Lesson 11, p. 67	vis	65
American English, pronunciation and dictation	vis/aud	8
Supportive Instructional Materials		
Pronunciation Exercises in English, pp. 98-140	vis/aud	12
Pronunciation Contrasts in English	vis/aud	49

GLOBAL OBJECTIVE: Writing from Dictation

TASK(competency): 2.0 Spell correctly

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a list of 10 CVVC words using /ee/ /oo/ clusters, the learner will (1) pronounce them and (2) spell the words when they are dictated with 90% accuracy.	-A key to spelling correctly is auditory discrimination (see sub-objectives for this task). -Do contrastive analysis of vowel pronunciations in English and have learners produce the sounds they hear. -Practice writing common words which the learners are familiar with. Give new words using the same sounds and spelling. (e.g. bought/sought, caught/taught and introduce exceptions: cough, bough, rough.) -Have learners make up spelling guide for personal use; each learner records words mispelled on dictations and in assignments. -In dyads, the learners drill each other.

EVALUATION

1. Teacher developed written list. Observation of pronunciation by native speaker. Scoring: 10 points total; 1 point for each word pronounced correctly. (Criterion: 9 points.)

2. Taped or live reading of list. Each word is pronounced twice. Scoring: 10 points total; 1 point for each word spelled correctly. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
thwart and cart taught, bough, cough, and dough hiccough, thorough, laugh, and through heard, beard, and bird head and deed meat and suite great and straight threat and debt moth and mother both and bother broth and brother here and there dear and bear fear and pear dose, rose, lose goose and choose cork and work card and ward font and front word and sword do and go		-Having learners look at the printed word while listening to the sound will help students by combining both auditory and visual modalities.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Worksheets with vowels missing in CVVC clusters	vis/aud	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Writing from Dictation

TASK(competency): 3.0 Employ upper and lower case letters appropriately

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a written (typed) paragraph with 10 errors in capitalization, the learner will edit the paragraph to correct the errors with 90% accuracy.	-Be sure students are aware of editing symbols for upper and lower case letters. -Have students work in dyads with flash cards listing different words; one student shows the card, the other says whether a capital is necessary. -Rules for capitalization can be arrived at deductively from sample sentences correctly written; have students create list. -Use overhead transparency with cut up overlays for editing symbols.

EVALUATION

Teacher developed paragraph with 10 errors in capitalization. Student circles error and writes correction above error. Scoring: 20 points total; 1 point for circling error, 1 point for writing correction. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
upper case editing symbols lower case editing symbols months proper nouns names of languages titles capitalization rules		-Focus on the differences which occur in both languages (e.g. names of languages are capitalized in English, but not in Spanish.)

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
overhead transparencies	vis	
cut up transparencies	kin	
flash cards	vis	
sample sentences	vis	
American English, p. 15	vis	8
Supportive Instructional Materials		
A Conversation Book, Appendix, "Handwriting Upper and Lower Case Letters," pp. 182-183.		10

GLOBAL OBJECTIVE: Writing from Dictation

TASK(competency): 4.0 Use correct punctuation in dictation

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a 50 word dictation consisting of 5 sentences indicated by long pauses for periods, 10 short pauses for commas, and 5 words requiring capitalization, the learner will correctly write the dictation with 90% accuracy.	-Use taped or live readings of sentences with no punctuation, incorrect punctuation, and correct punctuation. -Have students practice in dyads reading with appropriate long and short pauses where commas and periods are indicated.

EVALUATION
Taped or live reading of dictation with characteristics listed in objective. Scoring: 70 points total; 1 point for each period (5 points), 1 point for each comma (10 points), 1 point for each capitalization (5 points), and 1 point for each word spelled correctly (50 points). (Criterion: 63 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
comma period pause breath intonation phrasing		-Since students tend to read English word for word, be sure that all dictations are phrased rather than word for word.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
tape recorder work sheets with punctuation missing	aud vis	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Writing from Dictation

TASK(competency): 5.0 Write script neatly

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a dictation of 50 common words, previously known to the learner, the learner will write in script so that a native speaker can orally produce the words with 95% accuracy.	-Divide learners into groups of 5; learners should practice writing legibly by writing simple sentences of no more than 10 words in length. Then they can pass their sentences to the next person who will copy the sentences Continue until each sentence has been seen and copied by at least five learners. Have groups check to see if the last copy is the same as the original. -Have students identify letters which are causing problems in comprehension. -Create checklist for legibility. -Give learners sentences in different scripts with words that are partially illegible, have the student print the words, spelled correctly using a dictionary.

EVALUATION

Taped or live reading of 50 common words. Scoring: 10 points total; 1 point for each word legibly written so that a native speaker can print or type the letters if the stimulus is unknown, 1 point for correct spelling. (Criterion: 95 points.)

LANGUAGE Vocabulary and Exponents	QUAN[illegible]IVE Numerical and Mathematical	SUGGESTIONS and COMMEN[illegible]
script print lebible illegible copy		-Learners need to sharpen their visual discrimination skills to catch their own errors. -The importance of legible handwriting as well as the ability to interpret another's handwriting should be stressed in relation to office work and typing from rough draft copy.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
A Conversation Book, I, handwriting sheet	vis	10
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Writing from Dictation

TASK(competency): 6.0 Write numbers, dates and times from dictation

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given orally three sets of numbers (1) consisting of 10 numbers varying from 2 to 5 digits, (2) 10 dates in the form of 8/23/45, and (3) 10 times in the form of 12:06, the learner will write the numbers with 95% accuracy.	-Have learners work in dyads to practice reading numbers. Learner A has the number in digits, learner B has the number written in words. Learner B corrects learner A; then reverse roles. -Break up large numbers into units of tens, hundreds, thousands, etc. -Be sure learners are aware of punctuating numbers correctly (i.e. use of comma, slash, and colon). -Have learners practice individually by working with taped recordings of numbers. Learners evaluate their own work by comparing readings with answer key of numbers written in words. -Have students read phone numbers while others record them - also birthdates. Contrast English and Spanish phone number reading and order of month and day. -Have learners read train or plane schedules while other learners record them.

EVALUATION
Taped or live readings of the numbers. Each number is read twice. Students write the correct digits to the oral stimulus. Scoring: 30 points total; 1 point for each number written with the correct punctuation. (Criterion: 28 points.)

LANGUAGE Vocabulary and Exponents	QUANT IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
punctuating numbers cardinal and ordinal numbers		-It is important to show the contrast for students between reading of phone numbers in English and Spanish. (e.g. in English 5-6-6-1-6-5-4 and in Spanish 5-66-16-54.) Also the different order for writing dates - 8/25/45 in English and 25/8/45 in Spanish.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Conversation Book I, Appendix, "Numbers", pp. 184, 185	vis	10
tape recorder and recordings of numbers	aud	
worksheets for conversion	vis/kin	
Supportive Instructional Materials		
Train and plane schedules	vis	

GLOBAL OBJECTIVE: Writing from Dictation

TASK(competency): 7.0 Recall verbal input

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 10 sentences of 8 to 10 words, the learner will restate the sentence exactly with 90% accuracy.	-Have students work in dyads so that one student says some words and the other repeats them. Progress to 10 words. -In a dyad, give first student a sheet with individual sentences and the second student a sheet with four sentences, only one of which is the sentence contained on the first sheet. Have first student read the sentence and the second circle the sentence s/he hears. Alternate roles. -Have students drill each other in front of the groups and have them make up sentences for you to repeat. -Use tape record of simulated dictation with pauses for students to practice recall.

EVALUATION

Taped or live reading of sentences, each sentence is read twice. Student will restate the sentence on tape for scoring. Scoring:80-100 total,1 point for each word which is the same as stimulus and in the same order. (Criterion: 72-90 depending upon exact sentence length.)

LANGUAGE Vocabulary and Exponents	QUANT VE Numerical and Mathematical	SUGGESTIONS and COMMENT
to whom it may concern dear sir(s) sincerely cordially enclosed you will find at your earliest convenience		-The sentences and phrases chosen for recall must be meaningful and are best if they are similar to phrases encounterd in real dictations.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
tape recorder and recorded dictation	vis	
phrases ranging from 2-10 words put on index cards for dyad work	vis/aud	
Supportive Instructional Materials		

ENGLISH FOR SPECIFIC PURPOSES

Global Objective: Setting up and Interpreting Graphs and Charts

TASKS:

1.0 classify and categorize*

2.0 interpret graphs and charts*

3.0 create graphs and charts*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

SETTING UP AND INTERPRETING GRAPHS AND CHARTS: Sub-Objectives:

ESTABLECIENDO E INTERPRETANDO GRÁFICAS: Sub-Objectivos

*1.0

Given terms for 15 pieces of common office equipment, the learner will demonstrate proficiency by classifying the objects (1) either movable or non-movable parts, (2) into categories of either metal or non-metal, and (3) function: writing, cutting, measuring, filing, or binding with 90% accuracy in 30 minutes.

Al estudiar los nombres de 15 equipos de la oficina corrientes, el estudiante mostrará proficiencia al clasificar los objetos de acuerdo con: (1) movibles o no movibles, (2) de metal o no de metal y (3) función: escribir, cortar, medir, archivar o apretar con 90% de exactitud dentro de 30 minutos.

Evaluation

Teacher developed test with following items: typewriter, stapler, ruler, yard stick, pencil, pencil sharpener, scissors, file cabinet, paper clips, rolodex, 3-hole punch, index card, manila folder, 3-ring binder. Sheets with categories labeled: (1) movable and non-movable, (2) metal and non-metal and (3) "cutting", "writing", "measuring", "filing", and "binding". Scoring: 45 points total; 1 point for each item correctly classified on each sheet. (Criterion: 40 points.)

*2.0

Given a pictorial graph in which the units are expressed as money indicating the cost of an item for fifty years at 10 year intervals, the student will interpret the graph and answer 5 questions in writing with 80% accuracy.

Al estudiar una gráfica pictorial en la cual las unidades se expresan como dinero indicando el costo de cada artículo a través de 50 años a intervalos de diez años, el estudiante interpretará la gráfica y contestará 5 preguntas en escritura con 80% de exactitud.

Evaluation

Teacher developed graph picturing money to show the average cost of a Ford car in 1975, 1965, 1955, 1945, 1935. Student should be able to answer the following questions: (1) How much did the car cost in 1945? (2) Which year did the car cost the most? (3) Which year did the car cost least? (4) Which year did the car cost less than $1,500? (5) When did the car cost more than $2,000? Scoring: 10 points total; 1 point for correct information from graph and 1 point for appropriate language form. (Criterion: 8 points.)

2.1

Given a circle graph including percentages of income spent on housing, food, clothing, entertainment, medicine, transportation, and education, the learner will interpret the graph and write answers to five questions with 80% accuracy.

Al estudiar una gráfica en círculo incluyendo los porcentajes de ingreso gastado en alojamiento, comida, ropa, entretenimiento, medicina, transportación y educación, el estudiante interpretará la gráfica y escribirá las respuestas a cinco preguntas con 80% de exactitud.

Evaluation

Circle graph including labeled percentages in each section. Student writes answers to questions about the percentages of income spent for housing, food, education, entertainment and clothing. Scoring: 1 point for each correctly identified percentage. (Criterion: 4 points.)

2.2

Given a bar graph indicating average height of man in 10 different centuries, the learner will interpret the graph and write answers to five questions with 80% accuracy.

Al estudiar una gráfica de barras donde se indica la estatura promedia del hombre en 10 siglos, el estudiante interpretará la gráfica y escribirá las respuestas de 5 preguntas con 80% de exactitud.

Evaluation:

Bar graph including labels for height and years 900-1900. Student writes answers to the following questions:

(1) What century was man an average of 5'2" tall?
(2) What year was man an average of 4'9" tall?
(3) How tall was man in 1900?
(4) How tall was man in 1000?
(5) How tall was man in 1500?

Scoring: 5 points total, 1 point for each correct answer according to graph. (Criterion: 4 points.)

*3.0

Given the average annual salary of women in 5 occupations and a sheet of graph paper with salary divisions and occupation labels, the learner will construct a bar graph with 90% accuracy in 15 minutes.

Al saber los salarios promedios anuales de mujeres en 5 ocupaciones y una hoja de papel gráfico preparado con divisiones para salarios y ocupaciones, el estudiante hará una gráfica con 90% de exactitud.

Evaluation:

Student presented with graph form and salary of $9,000 for secretary, $7,000 for maid, $25,000 for doctor, $12,000 for a teacher, $11,000 for nurse. Scoring: 5 points total, 1 point for each area correctly shaded on the graph. (Criterion: 4 points.)

GLOBAL OBJECTIVE: Setting up graphs and charts

TASK(competency): 1.0 classify and categorize

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given terms for fifteen pieces of common office equipment, the learner will demonstrate proficiency by classifying the objects into categories of (1) either metal or non-metal, (2) either movable parts or non-movable parts, and (3) function: writing, cutting, measuring, filing, binding, with 90% accuracy in 30 minutes.	-Work with physical objects first, then move to verbal representation of objects. -Brainstorm a list of "things" found in the classroom and have student list all the words on the board. -Divide class into small groups and ask groups to arrange the items into no more than four groups; each group must have a common characteristic. -Have groups report on their categorization and the decisions made in the process.

EVALUATION

Teacher developed test with following items: typewriter, stapler, ruler, yard stick, pencil, pen, pencil sharpener, scissors, file cabinet, paper clips, rolodex, 3-hole punch, index card, manila folder, 3-ring binder. Sheets with categories labelled (1) movable/ non-movable, (2) metal/non-metal, and (3) cutting, writing measuring, filing, binding. Scoring: 45 points total, 1 point for each item correctly classified in each subset. (Criterion: 40 points)

LANGUAGE Vocabulary and Exponents	QUANT[illegible]VE Numerical and Mathematical	SUGGESTIONS and COMMENTS
categories classification similarities/differences physical characteristics qualities size shape color funciton: cut, write, bind, file, measure either/or metal/non-metal movable/non-movable		-The analytic skills, while necessary to achieve, are difficult for many students who don't usually think in this manner; use of familiar objects and personl involvement will assist the students to master this objective.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
physical objects for sorting	kin	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Setting up graphs and charts

TASK(competency): 2.0 interpret graphs and charts

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a pictorial graph in which the units are expressed as money indicating the cost of an item for fifty years at 10 year intervals, the learner will interpret the graph and answer 5 questions in writing with 80% accuracy.	-Bring in sample graphs on transparencies for students to interpret. -Present to students the functions of graphs by giving them a written version of information which would commonly be found in graph form. Compare one graph form to another with same type of data. -Have students write out information obtained from simple graph.

EVALUATION
Teacher developed graph picturing money to show average cost of Ford car in 1975, 1965, 1955, 1945, 1935. Student should be able to answer the following questions: (1) How much did the car cost in 1945? (2) Which year did the car cost the most? (3) Which year did the car cost the least? (4) When did the car cost less than $1500? (5) When did the car cost more than $2,000? Scoring: 10 points total, 1 point for correct information from the graph, 1 point for the appropriate language form. (Criterion: 8 points.)

LANGUAGE Vocabulary and Exponents	QUAN IVE Numerical and Mathematical	SUGGESTIONS and COMMEN
questions: How much Which year/When percent, percentage represent scale typical across bottom sides circle graphs bar graphs line graphs picture graphs miscellaneous approximately average mean degrees comparisons: more/most less/least	percentages degrees scales average mean interpretation of different graphs forms	-This leasson is useful for reinforcing clerical skills involving the interpretation of statistical tables and charts.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
overhead transparencies	vis	
graph paper	vis	
Real Life Reading Skills, pp. 74-77	vis	41
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Setting up and Interpreting graphs and charts

TASK(competency): 3.0 create graphs and charts

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given the average annual salary of women in 5 occupations and a sheet of graph paper with salary divisions and occupation labels, the learner will construct a bar graph with 90% accuracy in 15 minutes.	-Have students create a circle graph by dividing up their daily schedules. In dyads, the students exchange graphs and report on the partner's graph, e.g. "Luis spends 10% of his day studying. Change the information from the circle graph to a line graph using activities as one line and percentages as the other. Translate the same information into a bar graph and have students report to a different partner. Finally have the students represent the information in a pictorial graph in which they would devise pictures for the different activities. -Students may read about graphs in Real Life Reading Skills.

EVALUATION
Student presented with graph form and salary of $9,000 for secretary, $7,000 for maid, $25,000 for doctor, $12,000 for teacher, $11,000 for nurse. Scoring: 5 points total, 1 point for each area correctly shaded on the graph. (Criterion: 4 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
percentage represent scale across bottom sides circle graphs bar garphs line garphs picture graphs approximately average mean degrees	percentages degrees scales average mean construction of different forms of graphs	-This lesson is useful for reinforcing clerical skills for setting up statistical tables and charts.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
graph paper and marking pens *Real Life Reading Skills*, pp. 74-75	kin vis	41
Supportive Instructional Materials		

ENGLISH FOR SPECIFIC PURPOSES

Global Objective: Writing Business Correspondence

TASKS:

1.0 identify parts of the business letter*

2.0 arrange business letters in different styles*

3.0 divide words properly*

4.0 rewrite copy edited with proofreader's symbols*

5.0 use forms of address and titles in business letters

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

WRITING BUSINESS CORRESPONDENCE: Sub-Objectives

REDACCIÓN COMERCIAL: Sub-Objetivos

*1.0

Given an illustration of a business letter, the student will identify the 10 parts with 90% accuracy within 5 minutes.

Al ver un ejemplo de una carta comercial, el estudiante identificará las diez partes con 90% de exactitud dentro de cinco minutos.

Evaluation:

Printed business letter with blank spaces next to each part for students to label 10 parts of the letter as (1) letterhead (2) date (3) inside address (4) salutation (5) body (6) complimentary close (7) signature (8) name and title (9) reference initials (10) enclosure notation. Scoring: 10 points total, 1 point for each correct label (Criterion: 9 points.)

*2.0

Given two unarranged letters of one paragraph each, the learner will write one letter in block style and one in semi-block style in 15 minutes per letter with 90% accuracy for placement of parts.

Trabajando con dos cartas de un párrafo, cada una que no se encuentra en el orden usual, el estudiante pasará una de las cartas al el estilo bloque y la otra al estilo semi-bloque con 15 minutos de tiempo por cada carta con 90% de exactitud en cuanto al arreglo comercial aceptable.

Evaluation:

Scoring: for block letter 15 points total, 1 point for heading, date, inside address, salutation, body, complimentary close, signature line, reference initials, and enclosure notation if all are against the left margin, and 1 point for proper spacing between the parts.

Scoring: for semi-block letter 15 points total, 1 point for heading, date, and signature if at right side, 1 point for other parts of letter if at left margin, and 1 point for proper space between each part. (Criterion: 27 points.)

2.1

Given a typed copy of a letter in block style, the learner will rewrite the letter into semi-block with indented paragraphs (modified block) with 90% accuracy in 15 minutes.

Con una carta escrita a máquina en el estilo bloque, el estudiante la pasará al estilo semi-bloque con párrafos sangrados con 90% de exactitud en 15 minutos.

Evaluation:

Letter typed in block style with three paragraphs in the body, date, inside address, salutation, complimentary close, name and title, signature, and reference initials. Student will rearrange parts of letter into semi-block style with indented paragraphs. Scoring: 18 points total, 1 point for heading, date, and signature if at right side; 1 point for for other parts of the letter if at left side, and 1 point for each paragraph indented, 1 point for proper spacing between each of the parts. (Criterion: 16 points.)

2.2

Given a typed copy of a letter in semi-block style, the learner will rewrite the letter into block style with 90% accuracy in 15 minutes.

Con una carta escrita a máquina en el estilo semi-bloque, el estudiante la pasará al estilo bloque con 90% de exactitud en 15 minutos.

Evaluation:

Letter typed in semi-block style. Student will rearrange parts of the letter into block style. Scoring: 15 points total, 1 point for each part of the letter against the left margin, 1 point for proper spacing between each of the parts. (Criterion: 13 points.)

*3.0

Given a dictionary and 20 words of at least two syllables, the student will indicate where they would be divided at the end of a line with 90% accuracy in 10 minutes.

Con un diccionario y una lista de 20 palabras de dos sílabas, como mínimo, el estudiante indicará dónde se pueden dividir al finalizar una línea mecanográfica con 90% de exactitud dentro de 10 minutos.

Evaluation:

Test consists of 20 typed words of at least 2 syllables. The learner will indicate proper syllabification for dividing word at the end of the line by using a hyphen and writing the hyphenated word on the blank space provided next to each word. Learner may use dictionary for test. Scoring: 20 points total, 1 point for each correctly hyphenated word. Time: 10 minutes. (Criterion: 18 points.)

3.1

Given 10 compound words, the learner will divide the words into syllables with 90% accuracy.

Con una lista de diez palabras compuestas, el estudiante dividirá las palabras entre sílabas con 90% de exactitud.

Evaluation:

List consists of: homework, basketball, playground, typewriter, overcome, breakthrough, anywhere, proofread, supermarket, keypunch. Learner will make a "/" between syllables. Scoring: 10 points total, 1 point for each correct division. (Criterion: 9 points.)

3.2

Given 20 words, 10 with prefixes and 10 with suffixes, the learner will separate the root from the prefix or suffix with 90% accuracy.

Con una lista de 20 palabras de las cuales 10 contienen prefijos y diez sufijos, el estudiante indicará las raíces con un 90% de exactitud.

Evaluation:

List consists of (1) tricycle, submarine, supermarket, mistake, pretest, impossible, describe, antifreeze, inappropriate, and triangle. (2) backward, forward, helpful, experiment, judgement, foolish, workable, readable, grateful, government. Learner will mark "/" between root and prefix/suffix. Scoring: 20 points total, 1 point for each correct division. (Criterion: 18 points.)

3.3

Given orally 10 words of either two, three or four syllables each and a printed sheet with 10 lines each with 6 syllables, the learner will circle the syllables heard in the word pronounced with 90% accuracy.

Al escuchar 10 palabras de 2, 3 o 4 sílabas cada una y una hoja impresa de 10 líneas de 6 sílabas cada una, el estudiante indicará con un círculo las sílabas que escuchó de la palabra pronunciada con 90% de exactitud.

Evaluation:

Taped or live reading of list. Answer sheet consists of 10 sets of 6 syllables each. Student circles all syllables heard for each stimulus word. Scoring: 10 points total, 1 point for each word with syllables correctly circled. (Criterion: 9 points.)

*4.0

Given a written selection with 10 proofreading marks for changes, the learner will rewrite the selection with 90% accuracy in 20 minutes.

Trabajando con un trozo corregido con diez signos de corrección, el estudiante escribirá de nuevo la selección con 90% de exactitud dentro de 20 minutos.

Evaluation:

Learner is given an edited business letter or paragraph with 10 needed changes. The learner will rewrite the sample. Dictionary or other reference guide may be used. Scoring: 10 points total, 1 point for each change made according to indicated symbol. Time: 20 minutes. (Criterion: 9 points.)

4.1

Given a list of 10 proofreader's symbols, the learner will match the symbols with the meaning with 80% accuracy in 10 minutes.

Dada una lista de 10 signos de corrección, el estudiante relacionará los signos con el significado con 80% de exactitud en 10 minutos.

Evaluation:

Matching tests consists of 10 proofreading symbols in one column and meanings in another. Scoring: 10 points total, 1 point for each symbol correclty matched. (Criterion: 8 points.)

4.2

Given a paragraph containing 10 errors of spelling, punctuation, spacing, centering, and capitalization, the learner will circle errors with 90% accuracy.

Dado un párrafo que contiene 10 errores de ortografía, puntuación, espacios, centralización y el uso de mayúsculas, el estudiante indicará los errores con 90% de exactitud.

Evaluation:

A typed paragraph of no more than 100 words with 10 errors; 2 in punctuation, 2 in spelling, 2 in spacing, 2 in centering, and 2 in capitalization. The learner will circle each error. Scoring: 10 points total, 1 point for each error circled. (Criterion: 9 points.)

*5.0

Given a set of 10 first and last names, Hispanic and non-Hispanic, the learner will identify which are given names and which are surnames and supply appropriate titles of address (e.g. Mr., Miss, Mrs., Ms.) with 90% accuracy.

Con una lista de 10 nombres y apellidos que sean latinos y no latinos, el estudiante indicará los que son nombres de pila y los que son apellidos proporcionando los tratamientos apropiados (ej.: Sr., Srta., Sra.) con 90% de exactitud.

Evaluation:

Teacher developed matching test or card sorting may be used. For card sorting teacher puts first and last names on set of index cards and titles of address on other cards. Learner separates given names into one pile, surnames into another and then selects a title of address for each name. Scoring: 30 points total, 1 point for each given and surname correctly identified, 1 point for each appropriate title identified. (Criterion:27 points)

GLOBAL OBJECTIVE: Writing Business Correspondence

TASK(competency): 1.0 identify parts of a business letter

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given an illustration of a business letter, learner will identify 10 parts with 90% accuracy within 5 minutes.	-Use and over head projector to show a sample business letter and its parts; cut up the transparency and ask students to identify each part separately. -Have students write sample letters to be cut up for dyad work. -Use practice business letters with various parts missing and have students supply the missing parts.

EVALUATION

Printed business letter with blank spaces next to each part for students to label 10 parts as (1) letterhead (2) date (3) inside address (4) salutation (5) body (6)complimentary close (7) signature (8) name and title (9) reference initials (10) enclosure notation. Scoring: 10 points total, 1 point for each correct label. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUAN TIVE Numerical and Mathematical	SUGGESTIONS and COMMEN
letterhead date inside address salutation body complimentary closing signature name and title reference initials enclosure notation		

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Orientation to Business English II, Lesson 1	vis	65
sample business letters in different styles	vis	
transparency of business letter for overhead projector	vis	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Writing Business Correspondence

TASK(competency): 2.0 Arrange business letters in different styles

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given two unarranged letters of one paragarph each, learner will write one letter in block style and one in semi-block style in 15 minutes per letter with 90% accuracy for placement of parts.	-Cut up illustration of business letter into separate parts (10 distinct parts) and have learners arrange them into different styles: block, semi-block. -Use overhead transparency and cut up letter on transparency. Allow students to practice rearranging. -Have students work in dyads: 1 student arranges letter; the other identifies it. One student gives style; the other arranges the letter appropriately.

EVALUATION

Scoring: for block letter 15 points total, 1 point for heading, date, inside address, salutation, body, complimentary close, signature line, reference initials, and enclosure notation if all are against the left margin, and 1 point for proper spacing between the parts.

Scoring: for semi-block letter 15 points total, 1 point each for heading, date, and signature if at right side, 1 point for other parts of letter if at left margin, and 1 point for proper space between each part. (Criterion: 27 points.)

LANGUAGE Vocabulary and Exponents	QUAN TIVE Numerical and Mathematical	SUGGESTIONS and COMMENT
modified block semi-block block style block style paragraphs--with modified block only parts of letter		

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Orientation to Business English II, Lessons 1,2,3,4	vis	64
illustration of busines letter	vis	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Writing Business Correspondence

TASK(competency): 3.0 divide words properly

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 20 words of at least two syllables, the learner iwll indicate where they would be divided at the end of a line with 90% accuracy in 10 minutes with the aid of a dictionary.	-Explain rules for hyphenation, especially in relation to differences with rules in Spanish. -Practice auditory discrimination so that students can hear the syllabification of words. -Play a tape with lists of common words learners will encounter in an office and have them write the number of syllables they hear on a sheet of paper. -Have students practice using a dictionary in order to determine syllabification of words they are unsure of. -Develop worksheets for students to practice dividing words with aid of dictionaries.

EVALUATION

Test consists of 20 typed words of at least 2 syllables. Student will indicate proper syllabification for dividing the word at the end of the line by using a hyphen and writing the hyphenated word on the blank space provided next to each word. Student may use dictionary for test. Scoring: 20 points total, 1 point for each correctly hyphenated word. Time: 10 minutes. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUAN TIVE Numerical and Mathematical	SUGGESTIONS and COMMEN
Hyphen Rules 1. Place hyphen at end of first line, not at beginning of second. 2. Divide words only if they have more than one syllable and more than five letters. 3. Each syllable must contain more than one letter if word is 2-syllable and divided. 4. Don't divide a proper noun, a contraction, an abbreviation, or a number. 5. Carry over at least three or more letters to next line. 6. Try not to divide last word of a paragraph or page. 7. Try to avoid ending two or more successive lines with a hyphen.		-For secretaries, this skill is important. Practice may be tedious, but the ability to divide words, with or without a dictionary is essential. -Utilization of both auditory and visual material is advisable.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
dictionaries	vis	
teacher-made worksheets	vis	
tape recording of lists of words	aud	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Writing Business Correspondence

TASK(competency): 4.0 Rewrite copy edited with proofreader's symbols

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a written selection with 10 proofreading marks for changes, students will rewrite selection with 90% accuracy.	-Present symbols with overhead transparency and selection to be edited. -Students use transparency to practice editing other samples. -Practice sheets (teacher developed) are used for further application of symbols. -Students write own paragraph or letter which is then edited in dyads. -Students may practice drawing or painting the symbols with water color to make a design. -Give students two decks of cards: one set bearing symbols and the other carrying meanings. Have student match pairs.

EVALUATION

Student is given an edited business letter or paragraph with 10 changes. Student will rewrite sample. Dictionaries or other reference guides may be used. Scoring: 10 points total, 1 point for each change made according to symbol indicated. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
omit ℓ word missing punctuation missing ^ no capital letter / use capital letter ≡ mistake in spelling — reverse letters ∼ join words ⊂ unclear ? separate words | no abbreviation O		-Use permanent markers for sample paragraph with errors. -Use washable markers for corrections. -Having students use projector and transparencies aids in using the kinesthetic mode.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
list of symbols	vis	
teacher-made worksheets	vis	
sample paragraphs	vis	
deck of symbol cards and meanings	kin	
Supportive Instructional Materials		
water colors, ink, drawing paper	kin	
ILS, First Priniciples of Composition, Vol. 2	vis	79

GLOBAL OBJECTIVE: Writing Business Correspondence

TASK(competency): 5.0 Using forms of address and titles on business letters

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a group of 10 first and last names, Hispanic and non-Hispanic, learner will identify which are given names and which are surnames and apply appropriate titles of address with 90% accuracy.	-Generate lists of names through exploration of family trees. -Make list of common first names. -Choose names from phone books to quiz each other while in dyads or small groups. -Jazz Chant, "Tell Me Your Name". -Put names of culture heroes, movie stars, et. al. on flash cards (given name on one card, surname on another), mix, and then match.

EVALUATION

Teacher developed test of either multiple choice type or card sorting/arranging* may be used. Teacher puts first and last names on index cards for students to arrange. Titles of address are on other cards. Scoring: 30 points total, 1 point for each given and surname identified correclty and 1 point for each appropriate title identified. (Criterion: 27 points.)

*Card sorting: separating first names into one pile, last names into another.
Arranging: putting names and titles in proper order for addressing.

LANGUAGE Vocabulary and Exponents	QUANT IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
surname nickname first name given name initials family name relatives gender junior - Jr. senior - Sr. Title of address Mr. Sr. Mrs. Sra. Ms/Miss Srta. Senor Senora Senorita		-This skill is approached in office procedures section, in the filing units, and the directory using units. Here, it is dealth with as reinforcement of recognition skill. -This lesson is a good opportunity to explore cultural aspects of name giving. The concept of tone in name-calling is also to be explored.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Conversation Book I, pp. 35-36	vis	10
area phone directories	vis/kin	
Jazz Chants, p. 45	aud	29
tape recorder	aud	
flash cards of names for immediate recognition as first or last name	vis	
Supportive Instructional Materials		

ENGLISH FOR SPECIFIC PURPOSES

Global Objective: Using the Telephone

TASKS:

1.0 record messages*

2.0 place calls using appropriate language*

3.0 identify proper phone etiquette*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

USING THE TELEPHONE; Sub-Objectives

USANDO EL TELÉFONO: Sub-Objetivos

*1.0

Given a telephone message pad and pencil/pen, learner will correctly mark information on pad in response to 10 one sentence oral messages with 90% accuracy.

Trabajando con unos formularios donde se apuntan mensajes de teléfono el estudiante apuntará correctamente la información al responder a 10 mensajes orales de una sola oración con 90% de exactitud.

Evaluation:

Teacher asks learners to place an X in appropriate boxes of message pad for the following situations (1) person called to see you (2) person returned your call (3) urgent call (4) person will call again (5) person wants you to call; students write necessary information on message pad for (6) person called at 10 a.m. (7) person is from Star Market (8) call was made on August 6 (9) person wants to just say hello (10) person leaves phone number of 262-9350. Scoring: 10 points total, 1 point for each correct box checked or correct piece of information recorded on pad. (Criterion: 9 points.)

1.1

Given 3 situations in which the learner is directed to call a number which (1) has been changed (2) has been disconnected temporarily and (3) is no longer in service; the learner will record the information if it is a new listing, or will be able to relate to another person what was heard with 100% accuracy.

Al encontrarse en 3 situaciones en que se le manda a marcar un número telefónico (1) que se ha cambiado (2) que se ha desconectado temporalmente y (3) que ya no está en servicio; el estudiante apuntará la información si es un número nuevo o relatará la información a otra persona con 100% de exactitud.

Evaluation:

Use real telephone or telephone assimilator with prepared message for each student. (Criterion: student will record the new number for the old one and will relate accurately the content of the message to a native speaker for the other two situations.)

1.2

Given a tape recording of a receptionist handling four calls and message pad completed for each call, the learner will evaluate the calls by using a checklist with 90% accuracy.

Al escuchar a una grabación de una recepcionista atendiendo a 4 llamadas telefónicas y al ver unos formularios de mensajes telefónicos, el estudiante evaluará las llamadas usando una lista de criterio ccn 90% de exactitud.

Evaluation:

Learner listens to each conversaion on the tape and scores the receptionist according to (1) greeting (2) name of office given (3) "May I help you?" (4) name of person called (5) date and time of call (6) name of caller (7) organizational or institutional affiliation of caller (8) telephone number of caller (9) message taken. First call excludes items 1-3 and 6, 7. Second call includes 1-9. Third call excludes 1-3 and 4-6. Fourth call includes 1-3, 6, 7. Scoring: 28 points total, 1 point for each item correctly marked, with a + (present) or a - (absent). (Criterion: 26 points.)

*2.0

Given a name, area code, and number, learner will interact with operator to complete a long distance person-to person collect call with 100% accuracy in 2 minutes.

Dado un nombre, la clave regional (area code) y el número telefónico, el estudiante se comunicará con la operadora para completar una llamada de larga distancia--persona a persona--de cobro revertido (collect) con 100% de exactitud dentro de dos minutos.

Evaluation:

Student is asked to call a particular person in another state collect. Student is given area code, phone number, and name of person to be called. Time: 2 minutes. (Criterion: student dials 0 for operator assisted calls and continues dialing area code and number and requests to make the call person-to-person collect when operator answers at end of dialing.

2.1

Given a situation in which learner is directed to place a long distance person-to-person clal, learner will do so with 100% accuracy in 2 minutes.

Al mandársele al estudiante a hacer una llamada telefónica de larga distancia--persona a persona--, él lo hará con 100% de exactitud dentro de dos minutos.

Evaluation:

Learner is asked to call a particular person in another state. Learner is given area code and phone number and name of person. Time: 2 minutes. (Criterion: learner dials 0 for operator assisted calls and continues dialing the number, including area code, requests to make call person-to-person.

2.2

Given a situation in which learner is directed to place a long distance collect call, learner will do so with 100% accuracy in 2 minutes.

Al mandárse al estudiante a llamar a larga distancia de cobro revertido, él lo hará con 100% de exactitud en 2 minutos.

Evaluation:

Learner is asked to call a number in another state collect. He is given area code and phone number. Time: 2 minutes. (Criterion: using telephone assimilator, learner correctly dials the number preceded by 0 for operator assisted calls and continues dialing the number--including area code. Requests to make the call collect when operator answers.)

2.3

Given a situation in which learner is directed to locate a phone number for a party residing in another state, learner will obtain number from directory assistance in that state with 100% accuracy in 3 minutes.

Al mandársele al estudiante a encontrar un número telefónico de una persona viviendo en otro estado, él obtendrá por medio de la operadora información de aquel estado con 100% de exactitud en 3 minutos.

Evaluation:

Learner is asked to locate number of a particular person residing in another state. He is given person's name and address, but no telephone directory. Time: 3 minutes. (Criterion: Learner will dial 0 for operator, obtain correct area code and then dial 1-area code-555-1212 for information. Learner must record the correct number.)

2.4

Given a situation in which learner is asked to locate phone number of a local resident, learner will locate the number with the aid of directory assistance with 100% accuracy in 3 minutes.

Al mandársele al estudiante a encontrar un número telefónico de un residente local, él obtendrá con la ayuda de la operadora información con 100% de exactitud dentro de tres minutos.

Evaluation:

Learner is asked to locate the number of a local resident. S/he is given the name and address but no telephone directory. Time: 3 minutes. (Criterion: using telephone assimilator, learner will call directory assistance, 411, and request number. Learner must record the correct number.)

*3.0

Given a tape recording of a receptionist handling different calls, 5 appropriately and 5 inappropriately, the learner will identify which calls were handled courteously and which weren't with 90% accuracy.

Al escuchar una grabación de una recepcionista atendiendo varias llamadas, 5 apropiadamente y 5 inapropiadamente, el estudiante identificará cuáles llamadas se han atendido con cortesía y cuáles sin cortesía con 90% de exactitud.

Evaluation:

A tape recording of receptionist role plays, 5 of which demonstrate courtesy and efficiency and 5 which demonstrate impolite and inefficient handling of the calls. Learner is asked which stimuli are appropriate and which are not. Scoring: 10 points total, 1 point for each call correctly identified. (Criterion: 9 points.)

3.1

Given a telephone assimilator, learner will interact in 5 situations: person not a number, transfer call, hold, appointment, and angry caller with 90% accuracy.

Trabajando con máquina asimiladora telefónica, el estudiante encontrará en 5 situaciones: (1) la persona llamada no se encuentra (2) hay que trasladar la llamada (3) el uso del botón de espera (hold) (4) hacer una cita y (5) tratar con una persona enojada.

Evaluation:

Learner is assigned the following situations to role play with the telephone assimilator and a native speaker who will score the learner's performance. Learner is working for a particular company and must answer each phone call with company name and "May I help you?" The 5 evaluation situations are: (1) person calls to speak with someone who isn't there (2) person wishes to talk to someone in another department, call must be transferred (3) person needs to be put on hold (4) person wishes to make an appointment (5) person gets angry because party he wishes to speak with isn't there. Scoring: 15 points total, 1 point for correct answering of phone, 2 points for handling each situation appropriately, 1 point for understanding, 1 point for appropriate response. (Criterion: 13 points.)

GLOBAL OBJECTIVE: Using the Telephone

TASK(competency): 1.0 Record messages

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a message pad and pencil/pen, learner will correctly mark information on pad for 10 one sentence oral messages with 90% accuracy in 10 minutes.	-Have learners role play in dyads so that one student gives message and the other records it on message pad. -Have them practice spelling names, letter by letter. Take care to help students distinguish difficult sounds, e.g. b and v, ɛ and a. -Use tape recorder for students to do self-evaluation. Have them record messages for later listening. -View training film depicting receptionist duties.

EVALUATION

Teacher asks learner to place an X in appropriate boxes of message pad for the following situation (1) person called to see you (2) person returned your call (3) urgent call (4) person will call again (5) person wants you to call (6) person called at 10 a.m. (7) person from Star Market called (8) call was made on August 6 (9) person wants to just say hello (10) person leaves phone number of 262-9350. Scoring: 10 points total, 1 point for each correct box checked or correct piece of information recorded on pad. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUAN TIVE Numerical and Mathematical	SUGGESTIONS and COMMEN
Excuse me . . . What did you say? Could you repeat that? Could you spell that? Affiliation urgent returned your call will call back (all parts of message pad)		-Speaking on the telephone appears to be quite scary for many of the learners. A great deal of role playing reduces anxiety. Rehearsal of calls is acceptable as a predecessor of spontaneous speech.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Orientation to Business English, Lesson 12 message pads and pencil tape recorder	vis kin aud	65
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Using the Telephone

TASK(competency): 2.0 place calls using appropriate language

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a name, area code, and number, learner will interact with operator to complete a long distance person-to-person collect call with 100% accuracy in 2 minutes.	-Role play placing local calls first -Review picture grid of secretary placing calls (OBE text). First lift receiver; second listen for dial tone; third check number, etc. -Since long distance calls require area code, review finding area codes in white pages.

EVALUATION
Student is asked to call a particular person in another state collect. Student is given area code, phone number, and name of person. Time: 2 minutes. (Criterion: student dials 0 for oerator assisted calls and continues dialing area code and number, when operator answers, learner requests to make the call person-to-person collect.

LANGUAGE Vocabulary and Exponents	QUA[illegible]TIVE Numerical and Mathematical	SUGGESTIONS and COMME[illegible]
person-to-person station-to-station local call long distance dial tone vs touch tone receiver operator assistance collect "May I help you?" Operator (as identification) "Will you speak to anyone else?" "The party you want . . ." "Go ahead, please" "Your party is on the line"	location and placement of numbers on dial or position on touch tone	-Review finding area codes in white pages. -Go over telephone rates to explain advantage of direct dialing.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Orientation to Business English, Workbook 2, lessons 12 & 13 telephone assimilator	vis kin	65
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Using the Telephone

TASK(competency): 3.0 Identify proper phone etiquette

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a tape recording of a receptionist handling different phone calls, 5 appropriately and 5 inappropriately, the learner will identify which calls were handled courteously and which weren't with 90% accuracy.	-Role play receptionist in an office situation. Try different offices for different role plays. -Demonstrate improper phone etiquette. -Demonstrate courteous phone techniques. -Practice dialogue of how to answer incoming calls in dyads. -Record dialogues of learners when they feel ready. -Have learners create own dialoques for different situations.

EVALUATION
A tape recording of receptionist role plays, 5 of which demonstrate courteous and efficient handling of calls and 5 which demonstrate impolite and inefficient handling of calls. Learner is asked to identify which calls are courteous and which are not. Scoring: 10 points, 1 point for each call correctly identified. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUAN TIVE Numerical and Mathematical	SUGGESTIONS and COMMEN
answer promptly identify yourself answer pleasantly keep your promise take massages courteously ask questions tactfully close the conversation politely alert courteous polite efficient		-Assist learners with the recognition of a variety of degrees of politeness. Additional practice in production of forms is provided in the ESL component.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
tape recorder	aud	
Orientation to Business English, Workbook 2, Lesson 12	vis	65
sample dialogues (teacher-made)	aud/vis	
Supportive Instructional Materials		

CHAPTER VIII

ENGLISH AS A SECOND LANGUAGE

English as a Second Language is designed to provide basic language skills in the six communicative functions outlined by J. Van Ek for the Council of Europe. The objectives in the course are designed to take the student who has a basic knowledge of English from the "Waystage" to at least the "Threshold" level if not beyond. Students are provided with rhetorical options for accomplishing each aspect of the six basic functions.

Each global objective is divided into specific tasks that are primary subcomponents of the global objective. Each of the tasks are expanded into statements of primary objectives which include instructional methodology, material, and evaluation procedures. En-route and colateral objectives have been identified for each task and are listed as sub-objectives.

Students who progress most rapidly are provided with additional options and forms for fulfilling each of the functions, thus taking them beyond the "Threshold" level. The important aspect of this competency-based design is that the student can perform each of the language functions with at least minimal functional competency. Students who demonstrate proficiency in any functional area early on may be recycled through the same function to increase their repetoire for performing the function.

The design of the language component is innovative in its criterion-referenced format and specificity. As with all criterion-referenced systems, students are not scored on a competitive basis but in terms of demonstrated competencies. Students should, therefore, be given ample opportunity to demonstrate proficiency with alternative evaluation procedures at the same level of difficulty as the procedure outlined with each task objective.

Sections from six major texts are utilized throughout the course: A Conversation Book I, A Conversation Book II, Jazz Chants, Points of View, Little Stories for Big People, and American English: Guided Composition with sections noted which are related to the particular function being learned. A variety of teacher generated materials are suggested with each lesson to supplement the generally acknowledged paucity of functionally based language texts available from publishers in the U.S.A.

Each objective is provided in both English and Spanish. Thus, the objective can be made available to the students in their first language so that they have a clear understanding of what is expected and are able to structure their learning most effectively.

Objectives covered in this course are:

I. Imparting and seeking factual information

  A. identify self
  B. identify objects
  C. identify word functions
  D. identify missing parts from whole
  E. identify meaning of signs and symbols
  F. expand meaning of abbreviated messages
  G. report information causally related
  H. report information chronologically related
  I. report descriptive information about location, direction, quantity
  J. correct information
  K. request objects or information
  L. request additional information and clarification
  M. report and answer requests for factual information

II. Expressing and finding out intellectual attitudes

  A. express and inquire about agreement and disagreement
  B. express and inquire whether one knows or doesn't know something or someone
  C. express and inquire whether one remembers or has forgotten something or someone
  D. express and inquire whether something is considered possible or impossible
  E. express and inquire about capability and incapability
  F. express whether something is considered a logical conclusion
  G. express and inquire how certain or uncertain one is of something
  H. express and inquire about permission to do something
  I. express and inquire whether one is obliged to do something
  J. express and inquire whether an offer or invitation is accepted or denied

III. Expressing and finding out emotional attitudes

  A. express likes, dislikes, or preferences
  B. inquire about likes, dislikes, or preferences
  C. express interest or disinterest
  D. inquire about interest or disinterest
  E. express or report surprise
  F. express hope
  G. express fear or worry
  H. inquire about fear or worry
  I. express satisfaction, dissatisfaction, or disappointment
  J. inquire about satisfaction, dissatisfaction, or disappointment

- K. express gratitude
- L. express sympathy
- M. express want, desire, or intention
- N. inquire about want, desire, or intention

IV. Expressing and finding out moral attitudes

- A. apologize and grant forgiveness
- B. express and inquire about approval and disap
- C. express regret
- D. express indifference and concern

V. Getting things done

- A. suggest a course of action
- B. request others to do something
- C. invite others to do something
- D. advise others to do something
- E. warn others to take care or refrain from doin something
- F. instruct or direct others to do something
- G. offer assistance
- H. request assistance

VI. Socializing

- A. greet people
- B. meet people
- C. introduce people and introduce yourself
- D. take leave
- E. attract attention
- F. congratulate others

ENGLISH AS A SECOND LANGUAGE

Global Objectives: Imparting and Seeking Factual Information

TASKS:

1.0 Identify self*

2.0 Identify objects*

3.0 Identify word functions*

4.0 Identify missing parts from whole*

5.0 Identify meaning of signs and symbols*

6.0 Expand meaning of abbreviated messages*

7.0 Report information causally related*

8.0 Report information chronologically related*

9.0 report descriptive information about location, direction, quantity*

10.0 Correct information*

11.0 Request objects or information*

12.0 Request additional information and clarification*

13.0 Report and answer requests for factual information*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

IMPARTING AND SEEKING FACTUAL INFORMATION:

Sub-Objectives

PROPORCIONANDO Y CONSIGUIENDO INFORMACION EXACTA:

Sub-Objetivos

*1.0

Given an oral request, learner will say his/her name, address, and telephone number to a native speaker of English and spell his/her name, street, and city so that an interviewer may write the data with 100% accuracy.

Al recibir una orden oral, el estudiante dará su nombre, dirección y número de teléfono a una persona de habla inglés y deletreará su nombre, calle y ciudad para que un entrevistador pueda escribir la información con 100% de exactitud.

Evaluation

Learner prepares a written card which has his/her name, street address, city, state, and telephone number before an interview. The interviewer uses oral requests with wh- questions and "How do you spell . . . ?" and records the data on a card. Learner presents his card at end of interview. (Criterion: Exact duplication of information.)

*2.0

Given 10 pictures of common classroom objects, learner will identify in English their names and 2 physical characteristics of each--size, shape, color, weight--with 90% accuracy.

Al ver 10 dibujos de objetos comunes de una clase escolar, el estudiante identificará en inglés los nombres más dos características físicas de cada uno, Ejemplo: el tamaño, la forma, el color y el peso, con 90% de exactitud.

Evaluation

Learner is presented with 10 pictures of typical classroom objects such as globe, eraser, etc. When s/he views each picture, learner will name the object and make two descriptive statements. "It is . . ."--size, shape, color, weight. Scoring: 30 points total; 1 point for each named object, 1 point for each appropriate descriptive statement. (Criterion: 27 points.)

2.1

Given pictures of common office equipment, learner will identify each in English by name, a characteristic (size, shape, color, weight) and a function with 90% accuracy.

Al ver fotos de equipos de oficina, el estudiante los identificará por su nombre en inglés, con una característica (tamaño, forma, color, peso) y una función, con 90% de exactitud.

Evaluation

Student is presented with 10 pictures of office equipment: typewriter, letter opener, postage meter, postage scale, 3-hole punch, stapler, in-and-out box, file cabinet, tape dispenser, and waste basket. When viewing each picture, learner will state object's name and make one statement about a characteristic (size, shape, color, or weight), in the form "It is . . . ," and one statement about function in the form, "Its function is . . . ," "It is used for . . . ," or "It [verb of function] . . . ." Scoring: 30 points total; 1 point for correct name of object, 1 point for descriptive statement, 1 point for function. (Criterion: 27 points.)

*3.0

Given 30 pictorial stimuli which include: (1) 10 on-going office activities--5 being performed alone and 5 being performed simultaneously; (2) 10 completed office activities--5 were performed alone and 5 were performed simultaneously; (3) 10 will-be-completed office activities --5 will be performed alone and 5 will be performed simultaneously--learner will view each picture. Each pictorial stimulus will be presented with 3 oral statements about it; only one statement correctly identifies the picture. Learner will select the accurate statements with 90% accuracy.

Presentado con 30 representaciones pictoriales que incluyen (1) 10 actividades actuales, de las cuales cinco representan actividades que se están llevando a cabo solo y cinco representan actividades que se están llevando a cabo simultaneamente (2) 10 actividades terminadas, 5 solos y 5 simultaneamente, (3) 10 actividades de la oficina que se van a completar, 5 solos y 5 simultaneamente, el estudiante examinará 3 declaraciones sobre cada foto, escogiendo la qué correctamente identificará la acción representada, con 90% de exactitud.

Evaluation

Learner presented with drawings or videotaped segments depicting each of the 30 stimuli. Test consists of tape recording of 3 numbered statements for each pictorial stimuli: one with proper time and individual/simultaneous activity; one in inappropriate time and inappropriate individual/simultaneous activity; and one with proper time and inappropriate individual/simultaneous activity. Each oral statement is presented twice. Learner will write the number of the correctly identifying statement. Scoring: 30 points total; 1 point for each correctly identified picture. (Criterion: 27 points.)

3.1

Given 10 words ending with "s," visually, along with oral context clues, learner will read each and differentiate between plural nouns and singular verbs with 90% accuracy.

Al estudiar 10 palabras que terminan en "S," el estudiante leerá cada una indicando si se trata de un sustantivo plural o de un verbo singular valiéndose de la forma y el contexto, con un 90% de exactitud.

Evaluation

Given a list similar to the following, learner will mark N for noun and V for verb on the space provided next to each word. Scoring: 10 points total; 1 point for each word correctly marked. (Criterion: 9 points.)

1. He hit six runs.
2. Her smiles were false.
3. The lights were broken.
4. Everyone took turns.
5. The waves were high.
6. She runs every day.
7. He smiles often.
8. He lights a cigarette every hour.
9. She turns it over daily.
10. She waves to me from the bus.

3.2

Given 5 multimeaning words common to the learner's speaking vocabulary, learner will use each word in two sentences with different meanings.

Presentado con 5 palabras conocidas pero que tienen varios significados, el estudiante usará cada palabra en dos oraciones con significados distintos.

Evaluation

Learner is presented with these five words: toast, copy, type, stamp, and sort. Learner will orally create two sentences for each word, using the word differently in each case. Scoring: 20 points total; 1 point for each grammatically correct sentence, 1 point each for using each word in two different meanings.

*4.0

Given a set of 20 pictures--10 of common objects and 10 of persons or animals--each with a missing part, learner will identify the missing part by name with 90% accuracy.

Al ver un juego de 20 dibujos, 10 de objetos comunes y 10 de personas o animales en los cuales faltan una parte del cuerpo, el estudiante identificará la parte que falta con un 90% de exactitud.

Evaluation

Use a teacher drawn picture set consisting of 10 stick figures of persons/animals with missing body parts and 10 objects with missing components. Learner will state to native speaker for real-time scoring or record on tape for off-time scoring the names of the missing parts. Scoring: 40 points total; 1 point for correctly naming the missing part, 1 point for use of appropriate language. (Criterion: 36 points.)

*5.0

Given 10 common signs and symbols, e.g., traffic signs, labels, etc., learner will orally give a one sentence definition of the sign/symbol with 90% accuracy.

Al ver 10 rótulos y símbolos comunes, ej. señales del tráfico, marbetes, etc.), el estudiante hará una oración que define a cada uno con un 90% de exactitud.

Evaluation

Use pictures of 10 signs and/or symbols selected from local environment. Scoring: 1 point for each definition which enables a native speaker to match the definition with the pictorial stimulus. (Criterion: 9 matches.)

*6.0

Given 5 sample job ads containing abbreviations, the learner will demonstrate proficiency in reading abbreviations by writing the ad, spelling out the words, with 95% accuracy in 30 minutes.

Presentado con 5 ejemplos de anuncios para trabajos que contienen abreviaturas, el estudiante mostrará su comprensión al transcribir las abreviaturas en su forma completa con un 95% de exactitud, dentro de 5 minutes.

Evaluation

Use teacher developed test consisting of 5 help wanted advertisements from a local newspaper. The ads should contain 25-30 representative abbreviations from the following list: mfg., co., expd., opty., ph., exel., pref'd., ans., appt., attr., bldg., bus., driv. lic., eve., gd. sal., hr., hrly., h.s. or h.s. grad., hskpr., hswk., lt., maint., mech., F-F, Mo., nec., ofc., ot. time, perm., ref., rel., req., sal., temp., trans., typ., wk., wkdys., wkly., w.p.m., yr., yrly. with as few repetitions as possible. Scoring: 25-30 points total; 1 point for each abbreviation correctly written within context of ad. (Criterion: 23-28 points.)

6.1

Given 10 common telegraphic messages, e.g., headlines, warnings, labels, learner will expand each into 2 complete oral sentences clarifying the message with 80% accuracy.

Al estudiar mensajes telegráficos (ej. titulares, avisos, marbetes), el estudiante convertirá oralmente cada uno en una oración completa con un 90% de exactitud.

Evaluation

Written list of telegraphic messages is presented to learner who orally will expand each term into an acceptable sentence as judged by a native speaker. Scoring: 10

points total; 1 point for each acceptable expansion. (Criterion: 8 points.)

*7.0

Given 5 visual stimuli representing an effect preceded by two events which are causally related, learner will orally create 2 sentences about each stimulus using a cause-and-effect sequence with 90% accuracy.

Al ver 5 representaciones visuales en las cuales un efecto se precede por dos hechos casualmente relacionados, el estudiante oralmente creará 2 oraciones para cada representación usando una secuencia de causa y efecto, con un 90% de exactitud.

Evaluation

Five events are presented to learner either live on videotape or in drawings of action sequences: (1) c. person in hospital with broken leg; b. man falling; a. child dropping banana peel; (2) c. person cleaning gum from clothing; b. person sitting in chair; a. child sticking gum to chair; (3) c. boss answering his/her own phone; b. phone is ringing but not answered; a. secretary is out for lunch; (4) c. sharpening pencil; b. pencil is dull; a. person writing; (5) c. person working in office at 8 p.m.; b. person has papers stacked on desk; a. person arriving at office at 11 a.m. Student is instructed to make two statements indicating the causal sequence of the listed events. Scoring: 20 points total; 2 points for each sentence with appropriate cause-effect relationship. (Criterion: 18 points.)

*8.0

Given list of 10 activities from daily routine, randomly arranged, learner will arrange them in logical chronological sequence and orally describe the routine using simple present tense verbs and appropriate time sequencing adverbials with 90% accuracy.

Al estudiar una lista de diez actividades rutinarias, ordenadas al azar, el estudiante las arreglará en una secuencia cronológica, y describirá oralmente la actividad usando verbos del tiempo presente y adverbios temporales apropiados, con un 90% de exactitud.

Evaluation

Teacher made test of 10 actions with space for sequencing. Student will number the activities in logical chronological order. Student will orally report the activities to the teacher for immediate scoring or record on tape for off-time scoring. Scoring: 30 points total; 1 point for each action appropriately sequenced, 2 points for each activity statement--1 point for appropriate verb form, and 1 point for adverbial sequence word. (Criterion: 27 points.)

*9.0

Given 15 written statements about objects or persons --5 providing location information, 5 providing direction information, and 5 providing quantity information--learner will orally respond with phrase or sentence answers to questions about location, direction, or quantity with 90% accuracy.

Al estudiar 15 declaraciones escritas que tratan de objetos o de personas, de las cuales cinco proporcionan información sobre localización, cinco sobre instrucción y cinco sobre cantidad, el estudiante responderá oralmente con frases u oraciones a las preguntas de la ubicación, instrucción o cantidad con 90% de exactitud.

Evaluation

Teacher made test with 15 statements as described above. Scoring: 30 points total; 2 points for each response to the 15 questions, 1 point per appropriate answer indicating comprehension of question, and 1 point per appropriate answer indicating comprehension of statement. (Criterion: 27 points.)

9.1

Given a street map labeled N.S.E.W. and a designation of the learner's office/home, the learner will indicate, in writing, the route from 5 intersections on the map to his/her home/office. A native speaker must be able to follow the directions with 80% accuracy.

Con un mapa de la ciudad donde aparecen marcadas los puntos cardinales "North," "South," "East," "West," mas la ubicación de la oficina o casa del estudiante, él indicará por escrito las rutas a su casa u oficina partiendo de cinco distintas intersecciones en el mapa de tal forma que una persona de habla inglés podrá seguir las direcciones con 80% de exactitud.

Evaluation

Teacher made test. Learner's point of location is marked with an "X." Five points of origin are marked and numbered. The learner writes directions and a native speaker will read directions and draw the route on a blank map from each of points of origin to the learner's location. Scoring: 100 points total; 20 points for each description that allows the native speaker to arrive at the correct location. (Criterion: 80 points.)

*10.0

Given an airline schedule and 20 oral statements about arrival and departure times--10 correct, 10 incorrect --learner will orally indicate which statements are true and which statements are erroneous, plus, the learner will correct the erroneous statements by supplying the correct information. Scoring: 30 points total; 1 point for identifying correct and incorrect statements (each statement) and 1 point for each correct statement correcting an erroneous statement with 90% accuracy.

Al estudiar un horario de vuelos aéreos más 20 declaraciones orales sobre las horas de las llegadas y salidas (10 correctas y 10 incorrectas) el estudiante indicará oralmente cuales declaraciones son correctas y cuales son incorrectas proporcionando la información correcta. El conteo: un total de 30 puntos, un punto para la identificación de las declaraciones correctas e incorrectas y un punto para la correccion de cada declaración incorrecta con 90% de exactitud.

Evaluation

Present learner with an airline schedule and a test consisting of 20 oral statements about the schedule--10 correct, 10 incorrect. Learner will orally state which statements are correct and orally supply information to correct the erroneous statements. Scoring: 30 points total; 1 point for each correct statement identified, 1 point for each incorrect statement identified, and 1 point for each correction of an inaccurate statement. (Criterion: 27 points.)

*11.0

Given 10 sets of 3 objects in which each set is varied in terms of 1 physical characteristic, the learner, without naming the object, will request 1 object from each set by making a statement of comparison about weight, length, height, width, intensity of color, texture, or size within 5 minutes with 90% accuracy.

Al mirar 10 conjuntos de tres objetos cada uno, donde los tres objetos se distinguen por una sola característica física, el estudiante sin nombrar los objetos pedirá uno de cada conjunto utilizando una declaración comparativa de peso, longitud, altura, anchura, intensidad de color, textura, o tamaño dentro de 5 minutos con 90% de exactitud.

Evaluation

Learner views 10 sets of objects with each object in the set numbered. The sets differ as follows: (1) only by weight; (2) only by length; (3) only by width; (4) by intensity of color; (5) by texture; (6) by size; (7) by height; (8) by degree of fullness; (9) by shape; (10) by degree of wetness. Sets can be actual objects or pictorial representations. Learner is presented with the number of an object in each set; he must orally request the object by identifying the comparative characteristic which distinguishes it from other objects in the set, i.e., heaviest, longest, etc. Scoring: 10 points total; 1 point for each object so requested that a native speaker can pick the object that matches the number on the learner's card. (Criterion: 9 points.)

11.1

Given a list of 10 pieces of simple office equipment that are out of sight in a room, learner will ask a native speaker where the equipment is and retrieve it with 90% accuracy.

Al ver una lista de 10 equipos de oficina sencillos que no están a la vista, el estudiante preguntará a una persona de habla inglés donde está cada equipo para después ir a traerlo con 90% de exactitud.

Evaluation

Instructor or paraprofessional will place each object in the room and administer the evaluation individually. The evaluator should respond only to questions asked without offering additional information unless clarification or expansion is requested by learner. Scoring: 10 points total; 1 point for each object located. Time: 5-10 minutes per student. (Criterion: 9 points.)

11.2

Given 10 direct requests for information about name, address, temperature, time, date, occupation, home country, telephone number, names of relatives, or native language, the learner will restate the requests with 90% accuracy.

Al oír 10 peticiones directas para información sobre el nombre, la dirección, la temperatura, el tiempo, la fecha, la ocupación, el país de nacimiento, el número de teléfono, nombres de parientes y el idioma nativo, el estudiante repetirá en otra forma (segunda persona) las peticiones con 90% de exactitud.

Evaluation

Use taped or live requests. Learner will restate using an acceptable paraphrase of the form, "You want to know. . . ." "Did you say. . . .", etc. (Criterion: 9 acceptable restatements as judged by a native speaker.)

*12.0

Given 10 simple instructions or directions which are each one utterance in length and two cue cards, one with a question mark and one with a smiling face, the learner, when presented with the question cue card, will request clarification or additional information; when learner is presented with a "smiling face" cue, will indicate understanding with 80% accuracy.

Al considerar 10 instrucciones o direcciones sencillas, expresadas oralmente en una sola oración, más dos tarjetas, una con la señal de pregunta y la otra con la figura de una cara sonriente, el estudiante al oír la pregunta mientras le enseñan una de las tarjetas responderá o pidiendo clarificación (señal de pregunta) o indicando comprensión (figura de la cara sonriente) con 80% de exactitud.

Evaluation

Stimuli should be prepared consisting of 10 oral directions which are each one utterance in length. On cue, learner will respond to 5 of the directions by asking for clarification and will respond to 5 by expressing understanding. Scoring: 10 points total; 1 point for each appropriate response as judged by a native speaker. (Criterion: 8 points.)

12.1

Given a list of 5 pieces of information to be obtained about each of 3 incomplete oral descriptions and oral descriptions of (1) a person which omits age, name, or occupation, (2) a room which omits color, height, or use, and (3) an object which omits color, weight, or use, the learner will make oral requests in order to obtain all 5 pieces of information for each description with 90% accuracy.

Al recibir una lista de 5 datos de información que se debe obtener sobre 3 declaraciones orales incompletas, más las siguientes descripciones orales: (1) de una persona en la cual se omite la edad, el nombre o la ocupación, (2) de un cuarto en la cual se omite el color, la altura y el uso, (3) y de un objeto en la cual se omite el color, el peso, o el uso, el estudiante hará peticiones orales para obtener todos los 5 datos de información para cada descripción con 90% de exactitud.

Evaluation

Learner presented with taped recording or live presentation which contains the 2 pieces of information supplied for each stimulus item listed above. Learner will formulate direct questions to secure the additional 3 pieces of information and record the questions on tape. Scoring: 18 points total; 1 point each for question content, 1 point each for acceptable question form. (Criterion: 16 points.)

*13.0

I--Given 10 pictures of different situations common to the learner's experience and a written direction, learner will ask another person 10 questions--5 about quantities and amounts of objects, 5 about physical relationships of objects and persons with 90% accuracy.

II--Given 10 Pictures of different situations common to the learner's experience and a 30 second exposure to each picture, in a simulated interview situation, learner will be able to answer 10 questions--5 about quantities and amounts of objects, 5 about physical relationships of objects and persons--with 90% accuracy.

I--Al ver 10 dibujos de distintas situaciones conocidas por el estudiante, más unas instrucciones escritas, el estudiante hará a otra persona 10 preguntas, 5 sobre las cantidades de objetos y 5 sobre las relaciones físicas entre los objetos y las personas con 90% de exactitud.

II--Al ver diez dibujos de distintas situaciones conocidas por el estudiante, más un límite de 30 segundos para ver cada dibujo, el estudiante en una entrevista simulada, responderá a 10 preguntas, 5 sobre las cantidades de objetos y 5 sobre las relaciones físicas entre los objetos y las personas, con 90% de exactitud.

Evaluation

I--Student A is presented with 2 sets of pictures each. Student A is instructed to ask Student B one question about quantity for each picture in the first set and 1 question about physical relation of objects or persons in the second set. Immediately after asking each question, Student A shows Student B the picture corresponding to his/her question. Student B must answer each question during its 30 second exposure.

II--Interaction should be recorded for later scoring. Part I. 20 points total; 1 point for each question appropriate to the content of the stimulus, 1 point for each question phrased in acceptable grammatical form as judged by a native speaker. (Criterion: 18 points.) Part II. 20 points total; 1 point for each response which provides information appropriate to content of the stimulus and question asked, 1 point for each response which is grammatically acceptable to a native speaker. (Criterion: 18 points.)

13.1

Given instructions to interview a native speaker about 10 specific topics relating to ownership, physical condition, or time, the learner will ask questions and record the answer given with 90% accuracy.

Con las instrucciones de conversar con una persona de habla inglés, el estudiante hará 10 preguntas sobra la posesión de propiedad, la condición física, el estado de ser o el tiempo, apundando las contestaciones con 90% de exactitud.

Evaluation

Learner is paired with native speaker and instructed to elicit information about ownership or possession--car, house, pets, job, children; a condition--cold, headache, broken leg; and time--correct time, to do homework. Learner is given a check list to record either a yes or no response to each question. Scoring: 20 points total; 1 point for each appropriate question using "Do you have. . . ?," 1 point for each correctly recorded answer. (Criterion: 18 points.)

13.2

Given 5 taped conversations of 2 native speakers, each conversation containing information about job, family, politics, neighborhood, and weekend activities, and a typed list of the 5 topic areas discussed in each tape segment, the learner will restate the essence of each conversation so that pertinent information is factually correct with 90% accuracy.

Al estudiar 5 conversaciones grabadas entre dos personas de habla inglés en las que se conversan sobre el trabajo, la familia, la política, el barrio y actividades del fin de semana más una lista escrita a máquina donde aparecen los 5 temas tratados en cada sección, el estudiante representará de nuevo las partes esenciales de cada conversación de tal forma que la información pertinente sea correcta con 90% de exactitud.

Evaluation

Test stimulus--5 taped, natural conversations of 2 native speakers. After listening to the tape once, learner will record on tape 5 specific pieces of information relating to job, family, politics, neighborhood and weekend activities about each speaker. Scoring: 50 points total; 1 point for each item of data correctly reported. (Criterion: 45 points.)

GLOBAL OBJECTIVE: Imparting and Seeking Factual Information

TASK(competency): 1.0 Identify self

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given an oral request, learner will say his/her name, address, and telephone number to a native speaker of English and spell his/her name, street, and city so that an interviewer may write the data with 100% accuracy.	-Learners should introduce each other by making out index cards with information on them about each other. They should practice asking others how to spell names, streets, etc. -Put names of famous people on index cards and have learners choose who they would like to be. Then, in dyads, have learners identify themselves as the famous person. This can be done before the whole class as well. Teacher should choose a card, also. -Practice jazz chant, "Tell me your name," in class with learners. -Have learners practice saying and recording telephone numbers in dyads.

EVALUATION

Learner prepares a written card with his/her name, street address, city, state, and telephone number before an interview. The interviewer uses oral requests with wh- questions and "How do you spell. . . ?" and records the data on a card. Learner presents his card at end of interview. (Criterion: exact duplication of information.)

LANGUAGE Vocabulary and Exponents	QUAN IVE Numerical and Mathematical	SUGGESTIONS and COMMEN
"Can you spell. . . ?" "How do you spell that. . . ?" "It is spelled. . . ." "What is. . . ?" "Where do you live?" "What's. . . ?" "My name is. . . ." personal pronoun (subject form) + form of to be personal pronoun (subject form) + live Ms. Mr. Mrs. Miss street city apartment suite floor middle name initial cardinal numerals of one digit, including 0	cardinal numerals of one digit, including 0	-Since this lesson reinforces alphabet recognition and pronunciation, the spelling of streets and cities is good practice.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
index cards	vis	
tape recorder	aud	
A Conversation Book I, pp. 2, 3	vis	10
Jazz Chants, p. 45	aud	29
Supportive Instructional Materials		
American English: Guided Composition, Lesson 5	vis	8

GLOBAL OBJECTIVE: Imparting and Seeking Factual Information

TASK(competency): 2.0 Identify objects

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 10 pictures of common classroom objects, learner will identify in English their names and 2 physical characteristics of each--size, shape, color, weight--with 90% accuracy.	-Have students review techniques of description by identifying each other. Each student has a partner and is instructed to describe his partner by giving name and two statements of physical characteristics. -Brainstorm all aspects of identity--size, shape, color, texture, weight, length, width, etc. Have students make detail columns: the left-hand column for the name of the person/thing and the other columns for various aspects of identity. On their description sheets with columns, students are instructed to fill in details for at least 5 items. Once this is completed, students can report to the class or to partners using some of the details in oral statements. -An overhead transparency of a details sheet can be filled in by entire class.

EVALUATION

Student is presented with 10 pictures of typical classroom objects such as globe, eraser, etc. When s/he views each picture, student will name the object and make two descriptive statements "It is . . ."--size, shape, color, weight. Scoring: 30 points; 1 point for each named object, 1 point for each appropriate descriptive statement. (Criterion: 27 points.)

LANGUAGE Vocabulary and Exponents	QUAN IVE Numerical and Mathematical	SUGGESTIONS and COMMEN
this, that, these, those + Be + noun predicate demonstrative adjectives demonstrative pronouns personal pronouns declarative sentences Vocabulary related to following physical characteristics of: size shape color texture weight length width height	pounds and ounces inches, feet, yards	-Have students use all of their senses by practicing with real objects and describing the object.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
overhead transparency and projector	vis	
detail sheets (if not student made, then teacher made grid)	vis/aud	
Supportive Instructional Materials		
American English: Guided Composition	vis	8
Facts, Feeling, and Fantasy, Worksheet A, Lesson 1	vis	21

GLOBAL OBJECTIVE: Imparting and Seeking Factual Information

TASK(competency): 3.0 Identify word functions

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 30 pictorial stimuli which include (1) 10 on-going office activities--5 being performed alone and 5 being performed simultaneously; (2) 10 completed office activities--5 were performed alone and 5 were performed simultaneously; and (3) 10 will-be-completed office activities--5 will be performed alone and 5 will be performed simultaneously--learner will view each picture. Each pictorial stimulus will be presented with 3 oral statements about it; one statement correctly identifies the picture. Learner will select the accurate statements with 90% accuracy.	-Use any reading selection from text which includes activities performed on the job, e.g., typing, taking dictation, etc. Generate list of activities from reading the selection and match the activities with the equipment necessary to perform the tasks. -Have students role play the different tasks and have other students describe the activity in relation to present, past, and future time. -Create drama which demonstrates the activities (include at least 3 tasks in each skit). -Demonstrate the task to students so they will recognize the difference between tasks they will perform alone and those which involve joint activity. -Practice pantomime role plays so students can later describe them in the past tense. -Describe work that needs to be done so student can use verbs in future tense.

EVALUATION

Student presented with drawings or videotaped segments depicting each of the 30 stimuli. Test consists of tape recording of 3 numbered statements for each pictorial stimulus: 1 with proper time and individual/simultaneous activity; 1 in inappropriate time and inappropriate individual/simultaneous activity; and 1 with proper time and inappropriate individual/simultaneous activity. Each oral statement is presented twice. Learner will write the number of the correctly identifying statement. Scoring: 30 points total; 1 point for each correctly identified picture. (Criterion: 27 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
NP + BE + Verb (ing) taking dictation typing filing sorting mail addressing mail locating phone numbers taking messages answering phones using a dictaphone taking shorthand NP + will (going to) + Be NP + BE (past time) conjunction: while		-It is quite important for students to understand the difference between direction for solo word and simultaneous work. -Help the student recognize the importance of verb tense in determining what has been done and what needs to be done.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Orientation to Business English, reading selection with pictures of tasks being performed by office workers	vis.	64
Supportive Instructional Materials		
Getting Down to Business English	vis.	53
Special English for Business	vis.	1

GLOBAL OBJECTIVE: Imparting and Seeking Factual Information

TASK(competency): 4.0 Identify missing parts from whole

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a set of 20 pictures--10 of common objects and 10 of persons or animals--each with a missing part, learner will identify the missing part by name with 90% accuracy.	-Use pictures of stick figures with various parts missing. Have students ask each other "What's missing?" or play "name that part" game. -Have students hide different parts of objects and quiz each other. -Have students practice writing with the structures of the lesson on worksheets. -Use picture grind of story in which a person goes to a particular place to get something to satisfy a need, e.g., a person is hungry and goes to the refrigerator. Practice structures by choral repetition and then individual repetition. Have students retell the story: for example, "He goes to the refrigerator and looks for something to eat. There isn't any bread. There isn't any fruit. There aren't any eggs."

EVALUATION

Use a teacher drawn picture set consisting of 10 stick figures of persons/animals with missing body parts and 10 objects with missing components. Learner will state to native speaker for real-time scoring or record for off-time scoring the names of the missing parts. Scoring: 40 points, 1 point for correctly naming the missing part, 1 point for use of appropriate language. (Crietrion: 36 points.)

<table>
<tr><th>LANGUAGE
Vocabulary and Exponents</th><th>QUAN TIVE
Numerical and Mathematical</th><th>SUGGESTIONS and COMMEN</th></tr>
<tr><td>Surrogate subject uses of "there is" and "there are" contrasted with "hay" in Spanish negative forms
there isn't any
there aren't any
there isn't a/an
doesn't have (for animate)
"there isn't" contrasted with "doesn't have"<table>
<tr><th>body parts</th><th>object parts</th></tr>
<tr><td>head</td><td>handle</td></tr>
<tr><td>arm</td><td>plug</td></tr>
<tr><td>leg</td><td>cord</td></tr>
<tr><td>eye</td><td>screw</td></tr>
<tr><td>ear</td><td>bottom</td></tr>
<tr><td>nose</td><td>top</td></tr>
<tr><td></td><td>side</td></tr>
<tr><td></td><td>cover</td></tr>
</table></td><td></td><td>-Review the affirmative forms of "there is" and "there are" and contrast them with surrogate forms "it is" and "they are"</td></tr>
</table>

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
A Conversation Book I pp. 22-25, 55, 167	vis.	10
overhead transparency for grid story	vis.	
Mr. Potato or stick figures for "What's missing?" practice	kin.	
a variety of common objects	kin.	
teacher-made worksheets for written practice	vis.	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Imparting and Seeking Factual Information

TASK(competency): 5.0 Identify meaning of signs and symbols

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 10 common signs and symbols, e.g., traffic signs, labels, etc., learner will orally give a one sentence definition for each sign/symbol with 90% accuracy.	-Use pictures of traffic signs as motivation for the lesson. Hang signs around the room to create a "motorcourse" which students will have to travel. Use at least 10 signs. -Bring in medicine labels and give one each to 1/2 of the class. Give other half of the class names of illnesses. Have students talk to one another to discover which person has the remedy for their illness. -Brainstorm lists of other types of signs students have seen around. Try to determine which ones gave the students difficulty.

EVALUATION
Use pictures of 10 signs and/or symbols selected from local environment. Scoring: 1 point for each definition which enables a native speaker to match the definition with the pictorial stimulus. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUAN TIVE Numerical and Mathematical	SUGGESTIONS and COMMEN
It means + Verb (infinitive form) It means + that--clause . . . railroad crossing right turn only left turn only no turns, U-turn pedestrian crossing falling rock zone horse/cattle crossing SRO--standing room only snow emergency stop yield merge no parking no stopping 2 hour parking tow zone bus stop caution danger poison hospital enter/exit slow--children bicycle path		-Many students have difficulty interpreting signs and symbols in the environment. Be sure to go over as many as you can, even the ones which seem most obvious.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
A Conversation Book II, p. 57	vis.	11
Real Life Reading Skills, pp. 5-16	vis.	41
pictures of traffic signs	vis.	
medicine labels and product labels	vis.	
Supportive Instructional Materials		
Real Life Reading Skills, Visuals #2, 3	vis.	42

GLOBAL OBJECTIVE: Imparting and Finding Information

TASK(competency): 6.0 Identifying information in want ads

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 5 sample job ads containing abbreviations the learner will demonstrate proficiency in reading abbreviations by writing the ad and spelling out all the words with 95% accuracy in 30 minutes.	-Bring in help wanted sections from newspapers. Have students decipher the organizing principle, be it alphabetical or categorical. -Make a list of all the abbreviations used in the ads. Determine meaning from context of the ad. -Have students write their own advertisements using the abbreviations.

EVALUATION

Use teacher developed test consisting of 5 help wanted advertisements from a local newspaper. The ads show contain 25-30 representative abbreviations from the following list: mfg., co., hr., hrly., h.s. or h.s. grad., hskpr., hswk., lt., maint., mech., M-F, Mo., nec., ofc., expd., copy., ph., exel., pref'd., ans., appt., attr., bldg., bus., driv. lic., eve., gd. sal., Pt., perm., ref., rel., req., sal., temp., trans., typ., wk., wkdys., wkly., w.p.m., yr., yrly., with as few repetitions as possible. Scoring: 25-30 points total, 1 point for each abbreviation correctly written within context of ad. (Criterion: 23-28 points.)

LANGUAGE Vocabulary and Exponents		QUAN IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
mfg. co. expd. oppty. ph. excel. pref'd. ans. appt. attr. bldg. bus. driv. lic. eve. gd. sal. hr. hrly. h.s. or h.s. grad. hskpr. hswk. lt.	lt. maint. mech. M-F MO. nec. pt. time perm. ref. rel. req. sal. temps. trans. typ. wkdys. wk. w.p.m. yr. yrly.		-This lesson is very important since most students are confused by ads in the papers.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
A Conversation Book II, pp. 88, 89	vis.	11
Supportive Instructional Materials		
The World of Work, p. 15	vis.	40
Real Life Reading Skills, Visuals #13	vis.	42

GLOBAL OBJECTIVE: Imparting and Seeking Factual Information

TASK(competency): 7.0 Report events causally related

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 5 visual stimuli representing an effect preceded by two events which are causally related, learner will orally create 2 sentences about each stimulus using a cause-and-effect sequence with 90% accuracy.	-Use Jazz Chants, "On a Diet." -Develop strip story by cutting the story into strips of paper with one sentence or completed event on each strip. Students arrange story in correct order according to cause-and-effect sequencing. -Paraphrase short happenings by having students relate events in their own words. -Create story by having each student write one sentence of a story in which each sentence is a direct result of the one before it. Break the class up into groups of four to do this. -Have each group read its story to the rest of the class and then have other members paraphrase it. -Have students pantomine action sequences while other students describe the action. -Present students with pictures of accidents and have them relate the cause of the accident.

EVALUATION

Five events are presented to learner either live or on video tape or in drawings of action sequences: (1) c. person in hospital with broken leg b. man falling a. child dropping banana peel (2) c. person cleaning gum from clothing b. person sitting in chair a. child sticking gum to chair (3) c. boss answering his/her own phone b. phone is ringing but not being answered a. secretary is out for lunch (4) c. sharpening pencil b. pencil is dull a. person writing (5) c. person working in office at 8 p.m. b. person has papers stacked on desk a. person arriving at office at 11 a.m. Student is instructed to make two statements indicating the causal sequence of the listed events. Scoring: 20 points total, 2 point for each sentence with appropriate cause-effect relationship. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUAN IVE Numerical and Mathematical	SUGGESTIONS and COMMEN
main event setting cause effect character resolution declarative statements because--clause verbs for simple past actions (simple past) verbs for continuing or ongoing events in the past (progressive) verbs for past actions preceding other past actions (perfect)		-Since the focus of this lesson is causal structuring, the verbs should only be corrected and dealt with when comprehension is hindered by incorrect verb usage.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Little Stories for Big People, any story at students' current reading level	vis.	27
Jazz Chants, p. 29	aud.	29
Supportive Instructional Materials		
Gambits 2, pp. 10-11	vis.	37
Any of the readers used in the course could be used for this exercise as well as cartoons or pictures of accidents from the local newspapers	vis.	

GLOBAL OBJECTIVE: Imparting and Seeking Factual Information

TASK(competency): 8.0 Reporting information in chronological sequence

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given list of 10 activities from daily routines, randomly arranged, learner will arrange them in chronological sequence and orally describe the routine using simple present tense verbs and appropriate time sequencing adverbials with 90% accuracy.	-Play tape of song "Morning Round" and have students sing along. -Hand out words to song and have students transpose actions to fit their own daily routines. -Have students tell about their own morning routines. -Have students report on each other's regular routines. -Play Jazz Chants, "On the Rocks," "Love Song," and "Banker's Wife's Blues."

EVALUATION

Teacher developed test of 10 actions with space for sequencing. Student will number the activities in logical chronological order. Students will orally report the activities to teacher for immediate scoring or tape record for off-time scoring. Scoring: 30 points total, 1 point for each action appropriately sequenced, 2 points for each activity statement, 1 point for appropriate verb form, 1 point for adverbial sequence word. (Criterion: 27 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
wake up — wash get out of bed — brush take the bus/train — comb drive car — drink eat go 2 part verbs with up and out adverbials of time usually — never first — next second — always then — after NP (with pers. pro.) + Verb (sim. pres. tense form) + Adverbial Adverbial + NP + Verb (sim. pres. tense form)		-The use of music and the jazz chants adds much to this lesson as far as tone and rhythm of speech.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Structured Graded Readings, Lesson 1	vis.	14
ESL Express, song, "Morning Round," tape recorder for playback	aud.	9
Jazz Chants, pp. 43, 55, 57	aud.	29
A Conversation Book I, pp. 44, 172	vis.	10
American English: Guided Composition, p. 47	vis.	8
Supportive Instructional Materials		
Real Life Reading Skills, Visuals #4	vis.	42
Gambits 1, p. 10-16	vis.	36

GLOBAL OBJECTIVE: Imparting and Seeking Information

TASK(competency): 9.0 Reporting information about location, direction and quantity

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 15 written statements about objects or persons--5 providing location information, 5 providing direction information, and 5 providing quantity information--learner will orally respond with the phrase or sentence answer to the 15 questions with 90% accuracy.	-Begin by creating situations physically, i.e., place different objects around room purposefully so students are aware of situations you have created. Then ask questions of "where," "how many," and "where to." -Have students work in dyads creating situations and questioning each other. -Use English by Objectives filmstrip or any other filmstrip or overhead transparency to create situations and make-up dialogue which includes questions of location, quantity, and direction. -Practice Jazz Chant, "It's Got To Be Somewhere."

EVALUATION

Teacher developed test with 15 statements as described above. Scoring: 30 points total, 2 points for each response to the 15 questions--1 point per appropriate answer indicating comprehension of the question, 1 point per appropriate answer indicating comprehension of the statement. (Criterion: 27 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
It (pers. pro.) + is It (pers. pro.) + has Where . . . How many . . . How much . . . To where . . . From where . . . Which place . . . prepositions of location beside against next to under on top of behind inside away from toward to the right to the left	cardinal numbers dozen quart/pint	-Utilization of real objects in practice helps students deal more effectively with abstract language.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
English by Objectives, Preliminary Units and Filmstrip	vis.	20
Jazz Chants, p. 11	aud.	29
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Imparting and Seeking Factual Information

TASK(competency): 10.0 Correct Information

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given an airline schedule and 20 oral statements about arrival and departure times--10 correct, 10 incorrect, learner will orally indicate which statements are true and which are erroneous, plus, the learner will rectify the erroneous statements by supplying the correct information. Scoring: 30 points total, 1 point for identifying each correct and incorrect statement, 1 point for each correct statement rectifying an erroneous statement with 90% accuracy.	-Divide class into dyads. Give one student in each dyad an index card with 5 content questions. The other student is instructed to answer questions with erroneous information. Practice long enough so students can comfortably role play this exchange in front of class. During role playing have other students volunteer to correct the erroneous answers. If the second answer is still wrong, have class contribute answers until someone makes a correct statement. -Be sure to direct students in the use of appropriate language. -Have students listen to a tape recording of a conversation between two persons, making sure the tape has erroneous information in it. Ask students to write the incorrect pieces of information and then correct them.

EVALUATION

Present learner with an airplane schedule and a test consisting of 20 oral statements about the schedule--10 correct, 10 incorrect. Learner will orally state which statements are correct and supply information to rectify the erroneous statements. Scoring: 30 points total, 1 point for each correct statement identified, 1 point for each rectification of an erroneous statement. (Criterion: 27 points.)

LANGUAGE Vocabulary and Exponents	QUANT IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
declarative sentences "I think, (feel, etc.) + complement clause." "That's not right (true, correct, etc.)" "You're wrong (mistaken)." negative sentences negation words		-While students may be hesitant to correct one another, the game nature of this training usually overcomes this hesitance.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
index cards tape recorder	vis/kin aud.	
Supportive Instructional Materials		
Gambits 3, p. 3	vis.	38

GLOBAL OBJECTIVE: Imparting and Seeking Factual Information

TASK(competency): 11.0 Request objects or information

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 10 sets of 3 objects in which each set is varied in terms of 1 physical characteristic, the learner, without naming the object, will request 1 object from each set by making a statement of comparison about weight, length, height, width, intensity of color, texture, or size within 5 minutes with 90% accuracy.	-Place 20 different objects on a table in front of class. Ask students to take different objects off the table and describe them with at least two identity characteristics as they remove them. Have students role play teacher and direct each other to remove objects. -Ask students to arrange the 20 objects into groups according to size, weight, color, or texture. Ask questions of comparison: Which item in this group is smallest, roughest, brightest, etc.? -Have students make up mini-tests of comparison on index cards for partners. Then they can question and answer each other. -Brainstorm questions using comparatives which are necessary for survival in the real world, e.g., "Which is the quickest way to the exit?"

EVALUATION

Learner views 10 sets of objects with each object in the set numbered. The sets differ as follows: (1) only by weight (2) only by length (3) only by weight (4) by intensity (5) by texture (6) by size (7) by height (8) by degree of fullness (9) by shape (10) by degree of wetness. Sets can be actual objects or pictorial representations. Learner is presented with the number of an object in each set: s/he must orally request the object by identifying the comparative characteristic which distinguishes it from other objects in the set, i.e., heaviest, longest, etc. Scoring: 10 points total, 1 point for each object so requested that a native speaker can pick the object that matches the number on the learner's card. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUA TIVE Numerical and Mathematical	SUGGESTIONS and COMME S
characteristics of identity "Please give me . . . " "May I have . . . " . Which is . . . ? comparatives/superlatives for heavy/light long/short tall/short bright/light rough/smooth soft/hard square/round full/empty wet/dry wide/narrow		-Having students practice with actual objects reinforces both visual and kinesthetic modalities of learning.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
20 random objects	vis/kin	
index cards	vis.	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Imparting and Seeking Factual Information

TASK(competency): 12.0 Asking for additional information and expressing understanding

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 10 simple instructions or directions which are each one utterance in length and 2 cue cards, 1 with a question mark and 1 with a smiling face, learner, when presented with a question cue card, will request clarification or additional information; when learner is presented with a smiling face card cue, she/he will indicate understanding with 80% accuracy.	-Conduct Jazz Chant, "Big Mouth John Brown." -Present a taped dialogue which includes examples of understanding and misunderstanding. Then question class to determine who in the dialogue misunderstood what was being said, i.e., Where were the misunderstandings? Isolate the troublesome expressions and practice these by having students role play the dialogue. (Give them a written script). -Make a deck of 10 cards with the word "understanding" on 5 cards and the word "misunderstanding" on the other 5 cards. Place students in dyads. Have student A choose a card without showing it to student B. Student B then makes a statement which student A responds to according to the message on the card. Switch roles and repeat. -Have students tape their own comments if a tape recorded is available. Have them evaluate their responses on a self-evaluation sheet.

EVALUATION
Stimuli should be prepared consisting of 10 oral directions which are each one utterance in length. On cue, learner will respond to 5 of the directions by asking for clarification and will respond to 5 by expressing understanding. Scoring: 10 points total, 1 point for each appropriate response as judged by a native speaker. (Criterion: 8 points)

LANGUAGE Vocabulary and Exponents	QUA TIVE Numerical and Mathematical	SUGGESTIONS and COMME
I beg your pardon? Pardon me. Excuse me. Excuse me, what did you say? I am afraid I didn't understand you. Would you mind repeating what you said? What? Huh? Eh? What was that? What d'ya say? Oh, I see. Oh. Oh, yeah. Yes, right. Sure. Of course.		-The exponents included are both formal and informal. -The student may not be able to use a complete range of such expressions initially. The important element is that the student can perform the function. If time permits, the student may be recycled to increase the linguistic options available.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
tape recorder and taped dialogue	aud.	
Developing Communications Competence: Interaction Activities in ESL, p. 17	vis.	39
index cards	vis.	
self-evaluation sheet	vis.	
Jazz Chants, p. 5	aud.	29
Supportive Instructional Materials		
Gambits 3, pp. 25-30	vis.	38

GLOBAL OBJECTIVE: Imparting and Seeking Factual Information

TASK(competency): 13.0 Asking questions and responding

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I Given 10 pictures of different situations common to the learner's experience and a written direction, learner will ask another person 10 questions--5 about quantities and amounts of objects, 5 about physical relationships of objects and persons--with 90% accuracy. Part II Given 10 pictures of different situations common to learner's experience and a 30 second exposure to each picture, in a simulated interview situation, learner will be able to answer 10 questions--5 about quantities and amounts of objects, 5 about physical relationships of objects and persons--with 90% accuracy.	-Present Jazz Chants for exposure to different wh- questions. -Present different question words within context of utterances. -Present pictures and ask students to write 1 question with a wh- question for each picture. -Move students to different points of the room and ask them questions about their location in relation to objects in the room. -Give students pictures and cards with differing numbers of objects or differing amounts of things and have students ask and respond to each other's questions.

EVALUATION
Student A is presented with 2 sets of 5 pictures each. Student A is instructed to ask student B 1 question about quantity for each picture in the first set and 1 question about physical relation of objects or persons in the second set. Immediately after asking each question, student A shows student B the picture corresponding to his/her question. Student B must answer each question during its 30 second exposure. Scoring: 20 points total, 1 point for each question appropriate to content of stimulus, 1 point for each question phrased in acceptable grammatical form as judged by a native speaker. (Criterion: 18 points.) Part II scoring: 20 points total, 1 point for each response which provides information appropriate to content of stimulus and question asked, 1 point for each response which is grammatically acceptable to a native speaker. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUA[illegible]TIVE Numerical and Mathematical	SUGGESTIONS and COMME[illegible]
Where . . . ? Which . . . ? Who . . . ? What . . . ? How many . . . ? How much . . . ? It is . . . . physical relationship beside next to on top of/in near far from at the foot of/head of quantities little/few many/much any/hardly any/not any	cardinal numbers	-The teacher should volunteer to be interviewed first as a model for the exercise and to create an atmosphere of trust in the class.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Jazz Chants, pp. 17, 23, 55, 43	aud.	29
Supportive Instructional Materials		

ENGLISH AS A SECOND LANGUAGE

Global Objective: Expressing and Finding Out Intellectual Attitudes

TASKS:

1.0 Express and inquire about agreement and disagreement*

2.0 Express and inquire whether one knows or doesn't know something or someone*

3.0 Express and inquire whether one remembers or has forgotton something or someone*

4.0 Express and inquire whether something is considered possible or impossible*

5.0 Express and inquire about capability and incapability*

6.0 Express whether something is considered a logical conclusion*

7.0 Express and inquire how certain or uncertain one is of something*

8.0 Express and inquire about permission to do something*

9.0 Express and inquire whether one is obliged to do something*

10.0 Express and inquire whether an offer or invitation is accepted or denied*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

EXPRESSING AND FINDING OUT INTELLECTUAL ATTITUDES:

Sub-Objectives

EXPRESANDO Y DEFINIENDO ACTITUDES INTELECTUALES:

Sub-Objetivos

*1.0

Given 10 topic area common to the learner's experience, the learner will express a belief statement for each topic and then inquire about agreement or disagreement, e.g., "I think politics is fascinating, don't you agree?" Learner will indicate whether listener agreed or disagreed with 90% accuracy.

Al presentarse una lista de 10 temas corrientes, el estudiante hará una declaración de su opinión sobre cada tema, seguido por una frase preguntando a otro si esta de acuerdo con él; e.g., "I think politics is fascinating, don't you agree? ("Yo considero la política interesante, no estás de acuerdo?). El estudiante indicará si el oyente estaba o no de acuerdo, con 90% de exactitud.

Evaluation

Learner is presented with a 10 topic list and instructions to make a statement on each topic which includes a personal opinion and then ask the listener if s/he agrees. Learner may either record this or present the statements live to the teacher. Scoring: 30 points total; 1 point for grammatically acceptable statement of attitude, 1 point for asking question of agreement, and 1 point for appropriately indicating whether listener agreed or disagreed. (Criterion: 27 points.)

1.1

Given a list of 20 evaluative statements about social issues, learner will select 5 statements and express agreement and disagreement by orally giving a personal belief statement with 1 supporting reason with 80% accuracy.

Al presentarse una lista de 20 declaraciones cualitativas que tratan de aspectos sociales, el estudiante seleccionará cinco de ellas para expresar su acuerdo o desacuerdo oralmente en una opinión personal junto con una razón, con 80% de exactitud.

Evaluation

Learner is presented with list of 20 statements about social issues relevant to him/her; 10 of which make a comparison, e.g., "Women are weaker than men," and 10 which have an adjective compliment, e.g., "The president is lazy." Learner will orally express one belief statement for 5 of the topics which will include a statement of agreement or disagreement, the topic, and the reason why. Scoring: 15 points total; 1 point for grammatically acceptable reason, and 1 point for an acceptable response which indicates comprehension of the meaning of the stimulus statement selected. (Criterion: 12 points.)

1.2

Given 10 statements of belief common to the learner's life experience, the learner will express different degress of agreement or disagreement from mild to strong with 90% accuracy.

Al presentarse diez declaraciones de creencias corrientes, el estudiante indicará con qué intensidad esta de acuerdo o en desacuerdo con ellas usando una escala de poca o mucha intensidad de sentimientos con 90% de exactitud.

Evaluation

Learner is presented with list of 10 statements, each followed by a scale: strongly agree, mildly agree, mildly disagree, strongly disagree. Learner will mark X for each reaction. Learner will orally report his degree of agreement or disagreement to the instructor or the statements may be recorded on tape. Scoring: 10 points total; a native speaker will mark a blank attitude form while listening to the learner, 1 point for each correct mark which matches that of the learner's first marking as judged by a native speaker. (Criterion: 9 points.)

*2.0

I--Given 10 pictures of famous people, learner will present each picture to a listener and inquire if the listener knows the persons with 90% accuracy.

I--Al presentarse diez fotos de personas famosas, el estudiante las mostrará a un oyente preguntándole si conoce a las personas, con 90% de exactitud.

Evaluation

Learner is given 10 pictures of famous people and is instructed to ask another person whether s/he knows the person in the picture. Scoring: 10 points total, 1 point for each grammatically acceptable question about knowledge of person. (Criterion: 9 points.)

II--Given 10 pictures of famous people and a written question inquiring whether the learner knows the person, learner will respond in writing to the question with 90% accuracy.

II--Al presentarse diez fotos de personas famosas, más diez preguntas escritas al estudiante para averiguar si conoce a la persona, él contestará en forma escrita con 90% de exactitud.

Evaluation

Learner is given 10 pictures of famous people and written questions inquiring whether s/he knows the person in each picture. Scoring: 10 points total, 1 point for each grammatically acceptable response. (Criterion: 9 points.)

2.1

Given 10 questions, 5 of which learner doesn't know or couldn't possibly know the answer and 5 of which learner does know the answer, learner will state whether s/he knows or not with 90% accuracy.

Al hacerse diez preguntas de las cuales cinco no se saben las respuestas y de las otras cinco sí, el estudiante declarará si sabe o no las respuestas con 90% de exactitud.

Evaluation

Learner is presented with tape or live reading of 10 questions; correct answers are either known or unknown to the listener: (1) location of a small island (2) birthdate of a President (3) age of a political leader (4) weight of a person (5) temperature in a distant city (6) speed limit (7) name of the school (8) cost of a cup of coffee (9) number of people in class (10) color of walls of classroom.

Learner may tape responses or interact with a native speaker. Scoring: 10 points total, 1 point for each grammatically acceptable response. (Criterion: 9 points.)

*3.0

I--Given a list of 10 content areas including activities, dates, and names, the learner will ask another person if s/he usually remembers or forgets information in all of the areas with 90% accuracy.

I--Al referirse a una lista de diez asuntos, como actividades, fechas y nombres, el estudiante preguntará a otra persona si usualmente se recuerda o se olvida de la información relacionada con cada asunto con 90% de exactitud.

Evaluation

Learner is presented with these content areas: (1) appointments (2) birthdays (3) homework (4) names of record albums (5) peoples' names (6) paying bills on time (7) telephone numbers (8) watching favorite television shows (9) stopping car at red lights (10) taking medicine. Learner is instructed to ask a listener if s/he remembers or forgets. Scoring: 10 points total, 1 point for each grammatically acceptable question as judged by a native speaker. (Criterion: 9 points.)

II--Given 10 direct questions which request whether activities, names, or dates are usually remembered or forgotten, the learner will respond to the questions with 90% accuracy.

II--Al presentarse diez preguntas directas tratando de si se recuerda o no de ciertas actividades, nombres y fechas, el estudiante las contestará con 90% de exactitud.

Evaluation

Learner is presented with oral questions about each of the content areas listed above and must respond to each question by indicating whether s/he usually remembers or forgets. Scoring: 10 points total, 1 point for each grammatically acceptable response as judged by a native speaker. (Criterion: 9 points.)

3.1

Given a written autobiography prepared by another learner which includes 10 pieces of information and 10 minutes to read the autobiography, the learner, when presented with 1 question about each of the 10 areas, will indicate orally whether s/he remembers or forgot the information with 90% accuracy.

I--Al leerse dentro de diez minutos una autobiografía escrita por otro estudiante, que incluye 10 datos de información, el estudiante responderá a una pregunta sobre cada dato de información si se acuerda o no de la contestación con 90% de exactitud.

Evaluation

The autobiographical statement should include: (1) name (2) place of birth (3) date of birth (4) number in family (5) present residence (6) educational background (7) present activities (8) future plans (9) favorite pastimes (10) family member who had most influence on writer. After reading the autobiography the learner is presented with 1 oral question about each item. The learner will indicate if s/he remembers or has forgotten the information. Scoring: 10 points total, 1 point for each grammatically acceptable response. (Criterion: 9 points.)

II--Given his/her autobiographical statement, including 10 pieces of information, the learner will ask another student to read it and then ask the student whether s/he remembers or has forgotten each piece of information with 90% accuracy.

II--Al pedirse a otro estudiante leer su declaración autobiográfica, la cual incluye 10 datos de información al autor de la misma preguntará al otro si se recuerda o no de cada dato de información con 90% de exactitud.

Evaluation

Scoring: 10 points total, 1 point for each grammatically acceptable question about remembering or forgetting. (Criterion: 9 points.)

*4.0

I--Given a picture of 10 activities--5 normally considered possible, 5 normally considered impossible--the learner will ask another person whether the activities are possible with 90% accuracy.

I--Al ver un díbujo de diez actividades de las cuales cinco se consideran usualmente posibles y las otras cinco se consideran usualmente imposibles, el estudiante preguntará a otra persona si las actividades son posibles con 90% de exactitud.

II--Given a picture of 10 activities--5 normally considered possible, 5 normally considered impossible--and 10 questions about the activities, the learner will respond to the question with 90% accuracy.

II--Al ver un díbujo de 10 actividades de las cuales cinco se consideran usualmente posibles y las otras cinco se consideran usualmente imposibles, el estudiante responderá a una pregunta sobre cada actividad con 90% de exactitud.

Evaluation

Learner presented with picture of (1) a person eating a piece of candy (2) reading a book in English (3) typing a letter (4) driving a car (5) baking a cake (6) swimming from Puerto Rico to New York (7) flying to the moon (8) drinking 3 gallons of wine (9) eating 10 large pizzas (10) jumping over a building. In Part I the learner is instructed to ask another person if each activity is possible. In Part II the learner is instructed to respond to each question. Scoring Part I: 10 points total, 1 point for each acceptable question. (Criterion: 9 points.) Scoring Part II: 10 points total, 1 point for each acceptable response. (Criterion: 9 points.)

*5.0

Given 10 pictures of activities--5 of which a person would normally be capable of performing, 5 of which a person would normally be incapable of performing--the learner will ask another student whether s/he is capable of performing the activity with 90% accuracy.

Al ver diez díbujos de actividades de los cuales cinco por lo general los podría llevar a cabo una persona y las otras cinco usualmente no las podría llevar a cabo una persona, el estudiante preguntará a otra persona si se podría o no llevar a cabo cada actividad con 90% de exactitud.

II--Given 10 pictures of activities--5 of which a person would normally be capable of performing, 5 of which a person would normally be incapable of performing, the learner will respond to 10 direct questions about his/her capability of performing the activity with 90% accuracy.

II--Al ver diez díbujos de actividades de las cuales cinco por lo general las podría llevar a cabo una persona y las otras cinco usualmente no las podría llevar a cabo una persona, el estudiante contestará a 10 preguntas directas de su capacidad de llevar a cabo las actividades con 90% de exactitud.

Evaluation

Learner presented with pictures outlined in 4.0 above and instructed to ask or respond to questions about capability. Part I scoring: 10 points total, 1 point for each acceptable question about capability. May be conducted live or recorded for later scoring. Part II scoring: 10 points total, 1 point for each acceptable response. May be conducted live in a dyad and recorded for later scoring or student may be presented with questions on tape and record the answers. (Criterion: 9 points for both parts.)

*6.0

Given five 3-part syllogisms, learner will state whether each of the conclusions is logical or not with 90% accuracy.

Al considerar cinco silogismos de tres partes, el estudiante declarará si la conclusión en cada uno es lógico o no con 90% de exactitud.

Evaluation

Learner is given a list of the following syllogisms: (1) All men are mortal. Robert is a man. Robert is not mortal. (2) All Puerto Ricans speak Spanish. Maria speaks Spanish. Maria is Puerto Rican. (3) Some Anglos speak Spanish. Juan speaks Spanish. Juan is an Anglo. (4) Some Spanish-speaking persons are Roman Catholic. Maria is Roman Catholic. Maria is Spanish-speaking. (5) Women are shorter than men. Marie is tall. Marie is a man. Student is instructed to state whether the conclusion is logical or illogical. Scoring: 10 points total, 1 point for a grammatically correct statement about the logical or illogical nature of the statement. (Criterion: 9 points.)

6.1

Given 10 statements, each consisting of a problem and a solution introduced by "therefore," 5 of which are considered logical and 5 of which are considered illogical, the learner will state whether each solution is a logical or illogical course of action with 80% accuracy.

Al considerar diez declaraciones, cada una compuesta de un problema y una solución que empieza con el adverbio "Therefore"--5 se consideran lógicas y 5 ilógicas, el estudiante declarará, si cada solución representa un curso de acción lógico o ilógico con 80% de exactitud.

Evaluation

The 10 statements given to the learner are: (1) I have a headache. Therefore, I will go to the dentist. (2) She just won the lottery. Therefore, she must be sad. (3) He hasn't eaten in days. Therefore he must be thirsty. (4) They have been nice to each other for years. Therefore, they must not have a good marriage. (5) They spend all their time together. Therefore, they must miss each other. (6) We are tired. Therefore, we should go to bed. (7) She has a toothache. Therefore, she should go to the dentist. (8) They are really quite young. Therefore, they should wait. (9) I have absolutely no money. Therefore, I should borrow some. (10) She can type 60 words per minute with no errors. Therefore, she must be a good typist. Learner is instructed to label each statement as logical or illogical. Scoring: 10 points total, 1 point for each statement correctely labeled. (Criterion: 8 points.)

6.2

Given 10 statements, each consisting of a problem and a solution introduced by "therefore," 5 of which are considered logical and 5 of which are considered illogical, the learner will rewrite each logical statement to make it illogical and rewrite each illogical statement to make it lotical with 80% accuracy.

Al considerar diez declaraciones cada una compuesta de un problema y una solución que empieza con el adverbio "Therefore"--cinco se consideran lógicas y cinco ilógicas, el estudiante redactará de nuevo para que la declaraciones lógicas sean ilógicas, mientras las declaraciones ilógicas sean lógicas con 80% de exactitud.

Evaluation

The 10 statements given the learner are: (1) He hasn't slept in days. Therefore, he must be well rested. (2) She found a good job. Therefore, she's probably disappointed. (3) She hasn't said a word all night. Therefore, she's talkative. (4) I need some new clothes. Therefore, I will go to the museum. (5) The children are sleepy. Therefore, we'll go to the playground. (6) He just got promoted. Therefore, he must be proud. (7) It is raining. Therefore, we should take our umbrellas. (8) The dog is barking. Therefore, there might be a stranger around. (9) I'm so thirsty. Therefore, I should get something to drink. (10) She speaks two languages fluently. Therefore, she is bilingual. Student is instructed to rewrite each logical statement to make it illogical and each illogical statement to make it logical. Scoring: 10 points total, 1 point for each statement correctly rewritten to change the logical nature. (Criterion: 8 points.)

*7.0

I--Given 10 written factual statements of a true-false nature and a choice of these terms: certain, moderately sure, not certain, for each true-false response, the learner will orally state their degree of certainty with 90% accuracy.

I--Al considerar diez declaraciones puestas en la forma "Verdadero-Falso" (True-False), más la posibilidad de escoger entre las cualificaciones: cierto, por cierto y no cierto ("Certain, moderately sure, not certain"), el estudiante declarará oralmente con que ciertitud considera cada declaración verdad con 90% de exatitud.

Evaluation

Learner is provided with a list of T-F statements such as "Secretaries earn $1,000 a week," or "All Spanish-speaking people live in Spain," or a regular T-F test from the student's academic courses. Each statement is followed by the words certain, moderately sure, not certain. Learner is instructed to mark the T-F and circle one of the words. Then the learner will orally state the degree of certainty about the nature of the response. Scoring: 20 points; 1 point for each statement which a native speaker can match the oral statement with the degree of certainty circled by the learner; 1 point for each statement which is grammatically acceptable to a native speaker. (Criterion: 18 points.)

II--Given 10 written, factual statements of a true-false nature, the learner will orally ask another person a question about the degree of certainty of each statement with 90% accuracy.

II--Al considerar diez declaraciones puestas en la forma "Verdadero-Falso" (True-False), el estudiante preguntará a otro algo sobre la verdad de cada declaración, con 90% de exactitud.

Evaluation

II--Learner is provided with the list of T-F statements from 7.0, Part I. Learner will ask another person a question about the degree of certainty of each statement. Scoring: 10 points total, 1 point for each grammatically acceptable question about certainty. (Criterion: 9 points.)

7.1

Given 10 oral statements of a factual nature which indicate 3 different degrees of certainty, the learner will circle the degree of certainty indicated in each statement with 90% accuracy.

Al considerar diez declaraciones orales que contienen entre ellas tres distintos grados de certeza, el estudiante pondrá en círculo la frase que expresa dicha ciertitud con 90% de exactitud.

Evaluation

Learner is presented orally, live or taped, with 10 statements of the following type: "I am sure that Jimmy Carter is the President of the United States," or "I am not certain, but I think Arizona is a state in the USA," or "I'm not really sure, but I think I can go tomorrow night." Learner will circle on the answer sheet whether the speaker is certain, moderately sure, not certain. Scoring: 10 points total, 1 point for each circled choice which matches the stimulus statement. (Criterion: 9 points.)

7.2

Given 10 statements about future predictions--5 seem completely impossible, 5 seem moderately possible, prepared by another learner or an instructor, the learner will inquire about the degree of certainty of the prediction with 90% accuracy.

Al considerar diez declaraciones preparadas por otro estudiante o por el maestro, que predicen el futuro, de las cuales cinco parecen completamente imposibles y las otras cinco parecen algo posibles, el estudiante preguntará sobre el grado de ciertitud de cada predicción con 90% de exactitud.

Evaluation

Learner is given 10 statements prepared according to description listed in the objective. Learner will ask appropriate questions regarding degree of certainty expressed. Scoring: 20 points total, 1 point for each appropriate question about degree of certainty and 1 point for inclusion of the topic area of the prediction. (Criterion: 18 points.)

7.3

Given a role play situation in which the learner has pictures of 10 mal-functioning or broken objects and instructions to play the role of saleperson, learner will assure a prospective customer that s/he is highly certain the object will function. Learner will make 10 statements of the functional nature of the items indicating high degree of certainty with 90% accuracy.

Al tomarse el papel de vendedor, considerando díbujos de diez objetos que no funcionen o que esten rotos, el estudiante convencerá a un cliente perspectivo que él está completamente seguro de que el objeto funcionaría. El estudiante hará diez declaraciones indicando la función de los objetos además de una certeza fuerte de parte suya con 90% de exactitud.

Evaluation

Learner is given the following pictures: (1) toaster with no plug (2) typewriter with no ribbon (3) pencil with no eraser (4) hammer with broken handle (5) flashlight with no bulb (6) car with flat tires (7) fan with one blade broken (8) knife with broken tip (9) bowl with a crack (10) phone with no receiver. Learner is instructed to make a statement indicating a high degree of certainty that the object will function. Scoring: 10 points total, 1 point for each grammatically acceptable statement of high certainty. (Criterion: 9 points.)

7.4

Given a role play situation in which the learner has pictures of 10 malfunctioning or broken objects and oral statement indicating a high degree of certainty about the functional condition of the object, learner will orally question the degree of certainty of the statements with 90% accuracy.

Al presenciar a una situación de prácticas en que se ven díbujos de diez objetos que no funcionen o esten rotos, más declaracionnes orales que indican una certeza fuerte de que si funcionan perfectamente bien, el estudiante preguntará oralmente sobre la certeza expresada con 90% de exactitud.

Evaluation

Learner is presented with the following statements corresponding to each picture listed in Objective 7.3:

(1) It will definitely work without a plug.
(2) There's no question that it will type for you.
(3) It certainly does what it should.
(4) It absolutely can pound in any nail you want.
(5) All you need is batteries and you're set.
(6) They just need some air; shipping made them deflate.
(7) It still keeps you completely cool.
(8) It will cut whatever you want.
(9) It works perfectly fine with dry foods.
(10) It's a special model guaranteed to work.

Learner is instructed to ask the speaker a question about his/her expressed degree of certainty. Scoring: 10 points total; 1 point for each grammatically acceptable question about certainty. (Criterion: 9 points.)

*8.0

I--Given a list of 10 general statements about expected dress and behavior on the job and a list of exceptions/exemptions, the learner will seek permission for the listed exceptions and write the responses given by the instructor with 90% accuracy.

II--Given a list of 10 general company rules and acceptable exceptions from expected dress and behavior plus oral questions, 5 of which seek permission for listed exceptions, and 5 which seek permission for unlisted exceptions, learner will orally given permission only for listed exceptions and withhold permission for unlisted exceptions with 90% accuracy.

I--Al estudiar una lista de diez reglas generales de la forma de vestirse y comportarse en el trabajo, más una lista de excepciones a dicha reglas, el estudiante pedirá permiso para aprovecharse de la excepción apuntando las respuestas de su maestro con 90% de exactitud.

II--Al estudiar una lista de diez reglas generales de una compañía que se tratan de la forma de vestirse y comportarse, más las excepciones aceptables a ellas, el estudiante considerará diez preguntas que buscan permiso para aprovecharse de las excepciones--cinco que se tratan de excepciones en la lista y cinco que se tratan de excepciones no en la lista, negándolo para las que no se encuentran en la lista con 90% de exactitud.

Evaluation

I--Learner is given the following data:

Company Rules	Exceptions/Exemptions
Women employees should wear dresses.	pants suits
Women employees should have short hair.	wear hair in net
Women employees should not wear glasses.	contact lens
Employees should wear identification at all times.	omit at lunch
Employees should not receive personal phone calls.	family emergency
Employees should work from 8-5.	9-6
Employees should not smoke on the job.	smoke in lounge
Secretaries should not open 1st class mail.	open with consent of boss
Employees should take lunch hour from 12-1.	11:30-12:30

Learner will ask instructor if s/he may have permission for the exception listed with each rule and record the response on an answer sheet. The instructor will grant permission for 5 or deny permission for 5. Scoring: 20 points total; 1 point for each acceptable question as determined by a native speaker, 1 point for each response correctly written. (Criterion: 18 points.)

II--Learner is given the written list of company rules with acceptable exceptions, as listed in 8.0, Part I. The learner is presented orally with 10 questions, 5 which seek permission for a listed exception and 5 which seek permission for an unlisted exception. Learner is instructed to grant permission only for the listed exceptions and to deny permission for exceptions not listed. Scoring: 20 points total; 1 point for each permission granted or denied which is correct according to the list of acceptable exceptions/exemptions and 1 point for each statement of permission acceptable to a native speaker. (Criterion: 18 points.)

8.1

Given 10 short videotaped or filmed segments of children asking permission for different activities--5 requests would normally be denied, 5 would normally be granted--and a written answer sheet, the learner will indicate whether s/he would give permission by checking either "permission granted" or "permission denied" with 90% accuracy.

Al mirar diez grabaciones televizadas o diez secciones filmadas donde aparecen niños pidiéndo permiso para varias actividades de las cuales cinco se suelen negar el permiso y cinco se suele dárselo, el estudiante indicará si él daría o no el permiso con una marca (✓) en una columna encabezada "Permission Granted" ("Permiso Dado") o "Permission Denied" ("Permiso Negado"), con 90% de exactitud.

Evaluation

Learner presented with videotaped segments of the following 10 activities:

(1) jump off a roof
(2) eat stones
(3) drive the car
(4) draw on the walls
(5) play with matches
(6) have a drink of water
(7) play with friends
(8) ride a bicycle
(9) walk the dog
(10) go swimming

Learner is supplied with an answer sheet for checking "permission granted" or "permission denied" beside the number for each segment. Scoring: 10 points total; 1 point for each correctly checked response. (Criterion: 9 points.)

*9.0

I--Given a list of 10 duties which are part of a general job description for a clerk/typist and a simulated job interview situation, learner will ask the interviewer if each duty is obligatory and record the response with 90% accuracy.

II--Given a written list of 10 duties which are part of a clerk/typist description--5 are obligatory, 5 are desirable--learner will state orally which are obligatory and which are not with 90% accuracy.

I--Al considerar una lista de diez tareas que forman parte de una descripción de trabajo para un mecanógrafo-oficinista, dentro de una entrevista de práctica, el estudiante preguntará al entrevistador si cada tárea es obligatoria apundando las respuestas con 90% de exactitud.

II--Al considerar una lista escrita de diez tareas que forman parte de una descripción de trabajo para un mecanógrafo-oficinista, de las cuales cinco son obligatorias y cinco deseables, el estudiante declarará oralmente cuales son las tareas obligatorias y cuales no las son, con 90% de efectividad.

Evaluation

I--Learner is presented with a job description which states: 'A clerk/typist may have to (1) type, (2) answer telephone in English, (3) answer phone in Spanish, (4) file alphabetically, (5) file numerically, (6) transcribe dictation, (7) translate letters, (8) compute postage, (9) open and close the office, (10) sort mail. Interviewer is presented with key indicating 5 tasks are obligatory and 5 tasks are nonobligatory. Scoring: 20 points total; 1 point for each grammatically acceptable question and 1 point for correct recording of interviewer's response. (Criterion: 18 points.)

II--Learner is presented with a job description which cites typing, answering telephone in English, answering telephone in Spanish, filing alphabetically, and sorting mail as mandatory duties; filing numerically, transcribing dictation, translating letters, computing postage, and opening/closing the office as desirable or preferable duties. After reading the list, learner reports orally, live or on tape, the classification of each duty. Scoring: 20 points total; 1 point for each statement which concurs with the job description, 1 point for each statement of obligation which is acceptable to a native speaker. (Criterion: 18 points.)

9.1

Given 10 written questions about human obligations, the learner will respond to each question indicating whether s/he has or doesn't have an obligation with 90% accuracy.

Al considerar diez preguntas escritas sobre obligaciones humanas, el estudiante responderá diciendo si tenga o no tales obligaciones, con 90% de exactitud.

Evaluation

Learner is presented with the following questions in the form of "Do you have to . . .":

(1) eat to live?
(2) breathe to live?
(3) pay taxes?
(4) wear shoes in the winter?
(5) work?
(6) love someone?
(7) vote?
(8) defend your country?
(9) wear clothes in public?
(10) marry?

Learner is instructed to write an appropriate response to each question. Scoring: 10 points total; 1 point for each response which indicates obligation or nonobligation as it relates to general human conditions. (Criterion: 9 points.)

*10.0

I--Given offers of 5 objects and 5 invitations which normally would evoke acceptance or refusal, learner will accept or refuse the offers and invitations with 90% accuracy.

II--Given a box containing 5 objects or miniatures of real objects and 5 tickets or written invitations, learner will offer each item to a listener and ask if s/he will accept with 90% accuracy.

I--Al ofrecerse cinco objetos y cinco invitaciones entre ellos unos que usualmente se aceptan y otros que se rehusan, el estudiante los aceptará o rehusará según su preferencia, con 90% de exactitud.

II--Al tener a la mano una caja de cinco objetos o representaciones de los mismos, más cinco boletos o invitaciones escritas, el estudiante los ofrecerá a otros preguntándole si acepta o no, con 90% de exactitud.

Evaluation

I--Learner is orally offered 5 objects--a worm, a million dollars, a cup of coffee, a new house, and a rotten apple--a 5 invitations--a job paying $500 weekly, a free vacation in Puerto Rico, a week's vacation at the North Pole, a trip to the dentist, and an hour's free shopping at the supermarket. Learner is instructed to accept those which they really want, but no more than 5. Scoring: 10 points total; 1 point for each acceptance judged acceptable by a native speaker. (Criterion: 9 points.)

II--Learner is given box containing 10 items and instructed to offer each item to a listener and ask if s/he would accept it. The box contains: a plastic worm, a million dollar bill, burned matches, an airlines ticket, a department store gift certificate, a written invitation to dinner, 2 movie tickets, a telephone bill, a piece of gum, and a miniature horse. Questions of acceptance may be scored live or taped for later scoring. Scoring: 10 points total; 1 point for each inquiry judged as acceptable by a native speaker. (Criterion: 9 points.)

10.1

Given an offer of 5 objects--book, food, drink, cigarette, candy--and 5 invitations--to go to a movie, dinner, dance, party, or trip--the learner will deny the offers with 90% accuracy.

Al ofrecerse cinco objetos (libro, comida, bebida, cigarrillo, dulce), y cinco invitaciones (al cine, a comer, a bailar, a una fiesta, a un viaje), el estudiante los rehusará todos, con 90% de exactitud.

Evaluation

Learner is presented with oral offers and invitations of the categories listed above and is instructed to refuse them. Scoring: 10 points total; 1 point for each refusal judged grammatically acceptable by a native speaker. (Criterion: 9 points.)

10.2

Given 10 taped segments of a simulated television quiz show in which the learner is offered a prize or an invitation to continue, learner will either accept the prize or the invitation with 90% accuracy.

Al precionar selecciones de una graduación televizada que invitan a los programas de competencia ("Quiz Shows"), se le ofrecerán al estudiante premios a una invitación a seguir, quién tendrá que decidir, con 90% de exactitud.

Evaluation

Learner is presented with 10 taped segments: (1) $1,000 or a chance to double; (2) $5,000 or double or nothing; (3) trip for 2 to Puerto Rico or a chance for $100,000; (4) washing machine or a chance to win a washer and dryer; (5) trip around the world or a chance to win $1,000 a month for 10 years; (7) dog food forever or a chance to win a dog of your choice; (8) a part in a new movie or a chance to win $1,000; (9) a mink coat or the chance to win a new refrigerator; and (10) a new home or the chance to win $25,000. Taped segments will have intervals of 20 seconds while the learner indicates acceptance of prize or election to continue. Scoring: 10 points total; 1 point for each grammatically acceptable statement of acceptance. (Criterion: 9 points.)

GLOBAL OBJECTIVE: Intellectual Attitudes

TASK(competency): 1.0 Expressing agreement and disagreement

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 10 topic areas common to the learner's experience, learner will express a belief statement for each topic and then inquire about agreement or disagreement (e.g., "I think politics is fascinating, don't you agree?") and indicate whether the listener agreed or disagreed with 90% accuracy.	-Divide the room in half by using masking tape or chalk on the floor. -Create list of controversial statements for students to physically demonstrate their beliefs. -Read each statement and ask students to move to either the agree or disagree side. Each student must take a position. -Have students express their exact belief in 1 sentence which contains the topic and attitude. -Then, have student combine the belief statement and reason into causal statement.

EVALUATION

Learner is presented with 10 topics list and instructions to make a statement on each topic which includes a personal opinion and then ask the listener if s/he agrees. Learner may either record this or present the statements live to a native speaker. Scoring: 30 points total; 1 point for each grammatically acceptable statement of attitude, 1 point for asking each question of agreement, and 1 point for appropriately indicating whether listener agreed or disagreed. (Criterion: 27 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
agree disagree support argue fact belief value attitude limits basic issues opinion take a stand NP + Be + Adj. Compound/complex sentences with because I [don't] think that + Be I [don't] feel that + Be . . . comparatives with than, e.g., better than happier than smaller than		-This lession focuses on the affective domain and the clarification of values and beliefs. It also reinforces the structure of causal statements:

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
chalk or masking tape	kin	
list of statements	aud	
Supportive Instructional Materials		
Gambits 3, pp. 4-9	vis	38

GLOBAL OBJECTIVE: Expressing and Finding Out Intellectual Attitudes

TASK(competency): 2.0 Express and inquire whether one knows or doesn't know something or someone.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I--Given 10 pictures of famous people, learner will present each picture to a listener and inquire if the listener knows the persons with 90% accuracy. Part II--Given 10 pictures of famous people and a written question inquiring whether the learner knows the person, learner will respond in writing to the questions with 90% accuracy.	-Conduct jazz chant, "Do you know Mary?" -Divide the class into 3 groups. Group I is instructed to ask questions of Group II about specific content areas. Group II is instructed to answer the question as though the answer is definitely known. Group III then must unanimously decide whether or not the person really does know the answer, e.g., "Do you know how old the teacher is?" II--"Yes, I know; she's 34 years old." III--"That person doesn't know the answer. -Using value clarification exercises, have students list all the things they really want to know or all the people they really want to know. Try to arrange contracts for the fulfillment of some of these.

EVALUATION

Part I--Learner is given 10 pictures of famous people and is instructed to ask another person whether s/he knows the person in the picture. Scoring: 10 points total; 1 point for each grammatically acceptable question about knowledge of person. (Criterion: 9 points.)

Part II--Learner is given 10 pictures of famous people and written questions inquiring whether s/he knows the person in each picture. Scoring: 10 points total; 1 point for each grammatically acceptable response. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
Do you know + noun (pronoun)? Don't you. . . ? Yes/No, I do (don't) know + NP him/her/it.		-Practice with this exercise in language class provides the opportunity for learners to admit they don't know something without fear of reprisal.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Jazz Chants, p. 25	aud	29
tape recorder	aud	
Supportive Instructional Materials		
Gambits 3, pp. 10-11		38
Values Clarification		62

GLOBAL OBJECTIVE: Expressing and Finding Out Intellectual Attitudes

TASK(competency): 3.0 Express and inquire whether one remembers or has forgotten something or someone.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I--Given a list of 10 content areas including activities, dates, and names, the learner will ask another person if s/he usually remembers or forgets information in all of the areas with 90% accuracy. Part II--Given 10 direct questions which request whether activities, names, or dates are usually remembered or forgotten, learner will respond to the questions with 90% accuracy.	-Listen to "I'll Always Remember." -Have students listen to tape recording of different situations in which the excuse of forgetting is used, e.g., "I'm sorry I forgot your birthday." "I forgot the homework in my car." Ask them to identify each situation and to give other examples. -Have students create dialogues about forgetting and remembering while working in dyads. The students can present them to the class as a whole or can tape the dialogue for later use. -Have students list all the things they have no difficulty in remembering, e.g., eating, and those things they tend to forget. -Have student rank the items in terms of personal importance using value clarification techniques. -Have students practice making statements using adverbial phrases such as "always forget," "never remember," etc., for each item on the list.

EVALUATION
Part I--Learner is presented with these content areas: (1) appointments, (2) birthdays, (3) homework, (4) names on record albums, (5) peoples' names, (6) paying bills on time, (7) telephone numbers, (8) watching favorite television shows, (9) stopping car at red lights, (10) taking medicine. Learner is instructed to ask a listener if s/he remembers or forgets. Scoring: 10 points total; 1 point for each grammatically acceptable response as judged by a native speaker. (Criterion: 9 points.) Part II--Learner is presented with oral questions about each of the content areas listed above and must respond to each question by indicating whether s/he usually remembers or forgets. Scoring: 10 points total; 1 point for each grammatically acceptable response as judged by a native speaker. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENT
I + (adverb) forgot + verb, infinitive form + (adverb). I (don't) + (adverb) remember + noun (pronoun) + adverb. . . . remember + verb, infinitive form + (adverb). . . . remember + that clause + (adverb). Do(n't) you remember + (adverb) + noun? . . . remember + verb, infinitive form? . . . remember + that clause? Adverbials usually — sometimes never/ever — often almost never all the time/always generally		-It is helpful to use graphs and charts or make frequency counts of activities to visually demonstrate for the student the meaning of different adverbs.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
"I'll Always Remember," song, from ESL Express	aud	9
tape recorder and teacher prepared tape	aud	
American English, Lesson 12	vis	8
Supportive Instructional Materials		
Gambits 3, p. 11	vis	38
Values Clarification	vis	62

GLOBAL OBJECTIVE: Expressing and Finding Out Intellectual Attitudes

TASK(competency): 4.0 Express and inquire whether something is considered possible or impossible.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I--Given a picture of 10 activities--5 normally considered possible, 5 normally considered impossible--the learner will ask another person whether each of the activities is possible with 90% accuracy. Part II--Given a picture of 10 activities--5 normally considered possible, 5 normally considered impossible--and 10 questions about the activities, the learner will respond to each question with 90% accuracy.	-Have students list everything they consider possible for the world to accomplish in their lifetime. Then have them create a more personal list, i.e., what the student considers possible for him/her to accomplish and means to the ends. For example, "It will be possible for me to earn $50,000 a year if I become the owner of a plumbing business." Then have students question each other on whether they truly feel their means are possible. -Have students answer the question, "If anything and everything were possible, what would you wish for?" -Have students find articles, comics, pictures about "impossible" deeds: for example, Superman, test-tube baby, 150-year-old person.

EVALUATION

Learner presented with picture of (1) a person eating a piece of candy, (2) reading a book in English, (3) typing a letter, (4) driving a car, (5) baking a cake, (6) swimming from Puerto Rico to New York, (7) flying to the moon, (8) drinking 3 gallons of wine, (9) eating 10 large pizzas, (10) jumping over a building. In Part I, the learner is instructed to ask another person if each activity is possible. In Part II, the learner is instructed to respond to each question. Scoring Part I: 10 points total; 1 point for each acceptable question. (Criterion: 9 points.) Scoring Part II: 10 points total; 1 point for each acceptable response. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
It is possible + (verb, infinitive) + (that clause). It is not possible (impossible) + (verb, infinitive form) + (that clause). NP + can + VP NP + cannot + VP no one some people everyone		-This lesson is important because the structure in Spanish is very often dominant in English usage of the students. Students tend to forget the surrogate subject "it" when saying "It's possible."

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
magazines, newspapers for search for impossible deeds	vis/kin	
Supportive Instructional Materials		
Values Clarification	vis	62

GLOBAL OBJECTIVE: Expressing and Finding Out Intellectual Attitudes

TASK(competency): 5.0 Express and inquiry about capability and incapability.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I--Given 10 pictures of activities--5 of which a person would normally be capable of performing, 5 of which a person would normally be incapable of performing--the learner will ask another student whether s/he is capable of performing the activity with 90% accuracy. Part II--Given 10 pictures of activities--5 of which a person would normally be capable of performing, 5 of which a person would normally be incapable of performing--the learner will respond to 10 direct questions about his/her ability of performing the activity with 90% accuracy.	-Listen to "I Can Do Anything Better than You" (from Annie, Get Your Gun) along with a printed version of the words for the students to follow along. -Have students list things which people are capable and incapable of doing according to sex differences, age differences, race differences, paying attention to stereotyping and generalizations. -Ask students to write a paragraph describing themselves as being able to do certain skills and unable to do other skills. Have them practice writing these abilities by using concession statements: "Although I can't take shorthand, I can type 60 words per minute." and compound statements, "I can't take shorthand but I can type 60 words per minute."

EVALUATION
Learner is presented with picture as outlined in 4.0 above and instructed to ask or respond to questions about capability. Scoring Part I: 10 points total; 1 point for each acceptable question about capability. May be conducted live or recorded for later scoring. Scoring Part II: 10 points total; 1 point for each acceptable response. May be conducted live in dyads and recorded for later scoring or students may be presented with questions on tape and record the answers. (Criterion: 9 points for each part.)

LANGUAGE Vocabulary and Exponents	QUAN TIVE Numerical and Mathematical	SUGGESTIONS and COMMEN
I can('t) + verb. Can you? I am able + verb (infinitive). Contrast of skills with ability. Capability with possibility.		-Having students practice changing all their I can't statements into I can statements may reinforce affective development.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
record player or tape recorder for playback of song	aud	
printed version of song	vis	
Supportive Instructional Materials		
American English: Guided Composition, #21	vis	8

GLOBAL OBJECTIVE: Expressing and Finding Out Intellectual Attitudes

TASK(competency): 6.0 Expressing whether something is considered a logical conclusion.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 5 3-part syllogisms, learner will state whether each of the conclusions is logical or not with 90% accuracy.	-Tell riddles and have students guess at solutions. Supply prompts in the form of pictures of solutions (include absurdities). Ask students to state whether each solution offered is logical or illogical. -Present problem situations and solutions in short form; for example, "The President is corrupt. He should take a course in morality." Have students discuss logicality of statements. -Have students practice interpreting and writing syllogisms with a major and minor premise and a conclusion. -Prepare decks of 10 cards, five with a one sentence statement of a problem and five with a one sentence statement of a logical conclusion. Mix the decks and have students match the problem with a logical conclusion. Repeat and have the students produce illogical matches.

EVALUATION

Learner is given a list of the following syllogisms: (1) All men are mortal. Robert is a man. Robert is not mortal. (2) All Puerto Ricans speak Spanish. Maria speaks Spanish. Maria is Puerto Rican. (3) Some Anglos speak Spanish. Juan speaks Spanish. Juan is an Anglo. (4) Some Spanish-speaking persons are Roman Catholic. Maria is Roman Catholic. Maria is Spanish-speaking. (5) Women are shorter than men. Marie is tall. Marie is a man. Student is instructed to state whether the conclusion is logical or illogical. Scoring: 10 points total; 1 point for determining whether the conclusion is logical or illogical and 1 point for a grammatically correct statement about the logical or illogical nature of the statement.

LANGUAGE Vocabulary and Exponents	QUAN TIVE Numerical and Mathematical	SUGGESTIONS and COMMEN
That is(n't) logical. That's illogical. That makes sense. That doesn't make sense. That's crazy. I don't follow you. Therefore + NP All vs. some		-For students having difficulty the logical use of "all" and "some" may be clarified by having students describe groups of real objects and persons or pictures of objects or persons.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
card decks for matching	vis/kin	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Expressing and Finding Out Intellectual Attitudes

TASK(competency): 7.0 Express and inquire how certain or uncertain one is of something.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I--Given 10 written factual statements of a true-false nature and a choice of these terms: certain, moderately sure, not certain, for each true-false response, the learner will orally state his/her degree of certainty with 90% accuracy. Part II--Given 10 written factual statements of a true-false nature, learner will orally ask another person a question about the degree of certainty of each statement with 90% accuracy.	-Use tape recording of two gossipers talking. One is spreading rumors; the other keeps questioning, "Are you sure?" Use as many different expressions of certainty as possible. Have students listen to the tape and mark down the number of times the gossip listener questions the gossiper about certainty. Place students in dyads and have them create similar dialogues for class presentation. -Have students list statements or facts of which they are certain, e.g., "I am alive." Then have students question each other about their degree of certainty. -Present statements of different degrees of certainty to class. Have students create situations for appropriate use of each.

EVALUATION

Part I--Learner is provided with list of true-false statements such as "Secretaries earn $1,000 a week." or "All Spanish-speaking people live in Spain." or a regular true-false test from student's academic courses. Each statement is followed by the terms: certain, moderately sure, not certain. Learner is instructed to mark the true-false and circle one term. Then learner will orally state his/her degree of certainty in the response. Scoring: 20 points total; 1 point for each statement which orally matches the learner's circled term, and 1 point for each oral statement judged grammatically acceptable by a native speaker. (Criterion: 18 points.)

Part II--Learner is provided with list of true-false statements from 7.0, Part I. Learner will ask another person a question about the degree of certainty of each statement. Scoring: 10 points total; 1 point for each grammatically acceptable question about certainty. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
Are you (quite) sure + (that clause)? Do you think + so? Do you believe (suppose) + (that clause)? Degrees of Certainty 1) strong positive: I am sure; I am certain; no doubt + declarative sentence; I certainly think (believe) + that clause. 2) positive: declarative sentence; I know + that clause. 3) intermediate: I think + so; I believe + that clause. 4) weak: NP + may + VP; perhaps I am not sure; I wonder + if clause. 5) negative: NP + cannot + VP; I don't think + so; I don't believe + noun or pronoun.		-Since many school testing situations require the cognitive activity underlying this activity, it is important that the student accomplish the task. Students whose cognitive style is not analytical will need additional practice and training to succeed in this task.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
tape recording of dialogue	aud	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Expressing and Finding Out Intellectual Attitudes

TASK(competency): 8.0 Express and inquire about permission to do something.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I--Given a list of 10 general statements about expected dress and behavior on the job and a list of exceptions/exemptions, the learner will seek permission for the listed exceptions and write the responses given by the instructor with 90% accuracy. Part II--Given a list of 10 general company rules and acceptable exceptions from expected dress and behavior plus oral questions, 5 of which seek permission for listed exceptions, and 5 of which seek permission for unlisted exceptions, learner will orally give permission only for listed exceptions and will withhold permission for unlisted exceptions with 90% accuracy.	-Role play parent-child dialogue for asking permission. Have students brainstorm all things kids ask to be allowed to do. List on index cards and have students role play interaction of parent and child. -Have students list what they are allowed to do and what they are not allowed to do. Have them make statements about each item. Try to expand the lists to include sex, age, race, status, etc. -Have students role play asking permission to: smoke, leave the room, borrow money, etc. Tape. -Listen to song "Let My People Go."

EVALUATION
Part I--Learner given these company rules and exceptions: Women employees should wear dresses-pant suits; women employees should wear short hair-use a net; women employees should not wear glasses-contact lens instead; employees should wear I.D. at all times--omit at lunch; employees should not receive personal calls--family emergency; employees work from 8-5--9-6; employees should not smoke on job-smoke in lounge; secretaries should not open 1st class mail--open with boss's consent; employees lunch from 12-1--11:30-12:30. Learner will ask instructor if s/he may have permission for each exception listed and record response. Scoring: 20 points total; 1 point for each acceptable question as judged by native speaker, 1 point for recording responses correct. (Criterion: 18 points.) Part II--Learner will be given written list of rules prepared from content in 8.0; another learner will ask for exceptions. Learner will grant 5, deny 5. Scoring: 20 points total; 1 point for each correctly granted exemption, 1 point for each correctly granted statement of permission. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUANTI VE Numerical and Mathematical	SUGGESTIONS and COMMENTS
You may + VP You can + VP Of course, . . . (that's) all right May I + VP Can I + VP Let me + VP Do you mind + if clause NP + Be not allowed to + VP Don't + VP NP + Be not supposed to + VP NP + not + VP Are you allowed to + VP Are you supposed to + VP forbid forbidden prohibited illegal/legal		-It is important to provide different conversational styles and tones while asking or giving permission, e.g., "Go ahead!" "Well, ok." "Of course, you may."

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
index cards	vis	
tape recorder for taping student role plays	aud	
"Let My People Go" and record player	aud	
Supportive Instructional Materials		
American English: Guided Composition, Lesson 21	vis	8

GLOBAL OBJECTIVE: Expressing and Finding Out Intellectual Attitudes

TASK(competency): 9.0 Express or inquire whether someone is obliged to do something.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I--Given a list of 10 duties which are part of a general job description for a clerk/typist and a simulated job interview situation, learner will ask interviewer if each duty is obligatory and record the response with 90% accuracy. Part II--Given a written list of 10 duties which are part of a clerk/typist job description--5 are obligatory, 5 are desirable--learner will state orally which are obligatory and which are not with 90% accuracy.	-Listen to jazz chant, "Mama Knows Best," and have students replace all the shouldn'ts with shoulds, and all the ought to's into shouldn'ts. Have students create their own jazz chant by changing the predicates. -Have students list all the shoulds in their lives, e.g., you should come to class; then have them change the statements to use other modals: may, can, must. Discuss how meaning changes with use of different modals. -Have students write paragraphs about what the ideal wife, secretary, citizen, or teacher should do or is obliged to do in order to be called ideal.

EVALUATION

Part I--Learner is presented with a job description which states: "A clerk/typist may have to: (1) type, (2) answer phone in English, (3) answer phone in Spanish, (4) file alphabetically, (5) file numerically, (6) transcribe dictation, (7) translate letters, (8) compute postage, (9) open/close office, (10) sort mail. Interviewer is presented with key indicating 5 tasks are obligatory and 5 tasks are nonobligatory. Scoring: 20 points total; 1 point for each grammatically acceptable question and 1 point for each correct recording of interviewer's response. (Criterion: 18 points.)

Part II--Learner is presented with a job description which cites tasks 1, 2, 3, 4, and 10 (above) as mandatory duties; tasks 5, 6, 7, 8, and 9 as desirable or preferable duties. Scoring: 20 points total; 1 point for each statement which concurs with the job description, 1 point for each statement of obligation which is acceptable to a native speaker. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUANTA VE Numerical and Mathematical	SUGGESTIONS and COMMENTS
I/We (don't) have to + VP NP + (don't, doesn't) have to + VP you must + VP NP + must + VP You need not + VP It is necessary + verb (infinitive form) must should ought to need to have to obliged to obligated to legal law rule		-Helping students understand the difference between social, personal, and legal obligation in the language lesson can provide value insights which have application for the students out of class.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
tape recorder	aud	
Jazz Chants, p. 69	aud/vis	27
Supportive Instructional Materials		
American English: Guided Composition, Lesson 21	vis	8

GLOBAL OBJECTIVE: Expressing and Finding Out Intellectual Attitudes

TASK(competency): 10.0 Express and inquire whether an invitation is accepted or refused.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I--Given offers of 5 objects and 5 invitations which normally would evoke acceptance or refusal, learner will accept or refuse with 90% accuracy. Part II--Given a box containing 5 objects or miniatures of real objects and 5 tickets or written invitations, learner will offer each item to a listener and ask if s/he will accept with 90% accuracy.	-Divide class in half. Each group will create invitations for the other group. Students will write the invitations on index cards. Then begin role plays. Have student from each group invite a student from the other group. Encourage students to be imaginative, even absurd, in their invitations. -Do activities on inviting from A Conversation Book II. Then have students write whether each particular invitation was accepted or refused. -Role play polite invitations and polite refusals; rude invitations (commands) and rude refusals. -Have students use magazines and newspapers to find invitations in advertising such as, "Come, see for yourself," "Join us," or "Accept our invitation for a test drive, today."

EVALUATION

Part I--Learner is orally offered 5 items: a worm, a million dollars, a cup of coffee, a new house, and a rotten apple; and 5 invitations: a job paying $500 weekly, a free vacation to Puerto Rico, a week's vacation at the North Pole, a trip to the dentist, and an hour's free shopping at a supermarket. Learner is instructed to accept those which they really want, but no more than 5. Scoring: 10 points total; 1 point for each acceptance judged acceptable by native speaker. (Criterion: 9 points.)

Part II--Learner is given box and instructed to offer each item to listener and ask if s/he would accept it. Box contains: a plastic worm, a million dollar bill, burned matches, an airlines ticket, gift certificate for a department store, a written invitation to dinner, 2 movie tickets, a telephone bill, a piece of gum, and a miniature horse. The offer and acceptance may be scored while conducted or taped for later scoring. Scoring: 10 points total; 1 point for each inquiry judged acceptable by a native speaker. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTI IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
Negative words: no, never, nobody, nothing Positive words: thank you; yes, please; ok; I'd be glad to . . . ; I'll be glad to. . . ; with pleasure!; all right; That would (will) be nice; I'm afraid I can't + VP; Will you . . . ?; Would you like. . . ?; Can you. . . ?; club, party, trip, dance, to the beach, walking, swimming, listen to music, movies, theatre, game, (sports) to play, travel, eat out, etc.		-Contrast formal and informal invitations and refusals or acceptances. You may wish to have students compose written invitations of both types.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
A Conversation Book II, p. 15	vis	11
magazines and newspapers	vis/kin	
index cards	vis	
Supportive Instructional Materials		
The Letters You Write	vis	68

ENGLISH AS A SECOND LANGUAGE

Global Objectives: Expressing and Finding Out Emotional Attitudes

TASKS:

1.0 express likes, dislikes, or preferences*

2.0 inquire about likes, dislikes, or preferences*

3.0 express interest or disinterest*

4.0 inquire about interest or disinterest*

5.0 express or report surprise*

6.0 express hope*

7.0 express fear or worry*

8.0 inquire about fear or worry*

9.0 express satisfaction, dissatisfaction, or disappointment*

10.0 inquire of satisfaction, dissatisfaction, or disappointment*

11.0 express gratitude*

12.0 express sympathy*

13.0 express want, desire, or intention*

14.0 inquire about want, desire, or intention*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

EXPRESSING AND FINDING OUT EMOTIONAL ATTITUDES:

Sub-Objectives

EXPRESANDO Y DETERMINANDO ACTITUDES EMOCIONALES:

Sub-Objetivos

*1.0

Given two sets of items, 5 are 2 different office tasks and 5 are 2 different office jobs, learner will state comparative, personal preferences using concession statements. (Although I like typing, I prefer filing.) with 90% accuracy.

Trabajando con dos listas, una de 5 conjuntos de 2 tareas de oficina y 5 conjuntos con 2 ocupaciones de oficina, el estudiante declará sus preferencias personales en forma comparativa de concesión. (Ej. "Aunque me gusta escribir a máquina, prefiero ser una receptionista" "Although I like typing, I would rather be a receptionist.").

Evaluation

Learner is presented with the following data:

Jobs	Tasks
mail clerk--receptionist	type-file
secretary--clerk/typist	speak English--read English
boss--employee	answer telephones--greet people
employee--employer	address envelopes--operate a postage meter
janitor--secretary	

Learner is asked to circle a preference in each pair and then to make a concession statement which includes his/her personal preference. Scoring: 10 points total; 1 point for each concession statement which matches the learner's circled preference as judged by a native speaker. (Criterion: 9 points.)

1.1

Given pictures of 10 famous people, learner will make oral statements to indicate which persons s/he likes and which s/he dislikes with 90% accuracy.

Al ver dibujos de 10 personas bien conocidar, el estudiante hará declaraciones orales para indicar cuales personas le agradan y cuales no le agradan con un 90% de exactitud.

Evaluation

Learner is presented, one at a time, with pictures of known political figures, TV personalities, and movie stars. Learner is instructed to indicate whether he likes or dislikes the person. Scoring: 10 points total; 1 point for each acceptable expression of like or dislike. (Criterion: 9 points.)

1.2

Given 10 pictures of people performing common household duties, learner will sort pictures into 2 equal piles indicating 5 tasks s/he likes and 5 tasks s/he dislikes and make an oral statement about each task with 90% accuracy.

Al recibir 10 dibujos de personas llevando a cabo tareas caseras comunes, el estudiante las dividará en 2 grupos iguales indicando 5 tareas que le gustan y 5 que no le gusta, haciendo una declaración oral sobre cada tarea con 90% de exactitud.

Evaluation

Learner is presented with 10 pictures: washing dishes, washing clothes, dusting, vacuuming, cooking, washing floor, shopping, fixing appliances, washing windows, ironing. Learner is instructed to sort the chore pictures into 2 piles, like and dislike, and make an appropriate statement about each chore. Scoring: 10 points total; 1 point for each acceptable statement of like or dislike. (Criterion: 9 points.)

*2.0

Given 10 pictures, 5 with 2 activities and 5 with 2 life conditions, learner will ask another person choice questions about preference for each picture in 10 minutes with 90% accuracy.

Al estudiar 10 dibujos, 5 donde se aprecian 2 actividades, y 5 donde se ven 2 características de la vida, el estudiante preguntará a otra persona cuál dibujo le gusta más en cada conjunto dentro de 10 minutos con 90% de exactitud.

Evaluation

Learner is presented with 10 pictures sets with persons: eating, sleeping; skiing, swimming; typing, filing; working, playing; dancing, singing; rich, poor; male, female; old, young; fat, skinny; and short, tall. Learner is instructed to ask another person which picture in each set s/he prefers. Scoring: 10 points total; 1 point for each sentence which is grammatically acceptable to a native speaker. (Criterion: 9 points.)

2.1

Given 10 pictures of famous people, learner will ask another person if s/he likes or dislikes each of the persons with 90% accuracy.

Al señalarse 10 dibujos de personas muy bien conocidas, el estudiante preguntará a otra persona si le agradan o no las personas con 90% de exactitud.

Evaluation

Given 10 pictures of famous people, the learner is instructed to show them, one at a time, to another learner and to ask him/her whether s/he likes or dislikes each person. Scoring: 10 points total; 1 point for each grammatically acceptable question. (Criterion: 9 points.)

2.2

Given 10 pictures of persons performing household duties, learner will ask another person if s/he likes or dislikes each specific duty with 90% accuracy.

Al ver 10 dibujos de personas haciendo tareas caseras, el estudiante preguntará a otra persona si le gusta o no la tarea específica con 90% de exactitud.

Evaluation

Learner is given 10 pictures of persons performing the following duties: washing dishes, washing clothes, dusting, vacuuming, cooking, washing floors, shopping, fixing appliances, washing windows, ironing. Learner is instructed to show pictures, one at a time, to another learner and to ask if that person likes or dislikes each particular chore. Scoring: 10 points total: 1 point for each grammatically acceptable question. (Criterion: 9 points.)

*3.0

Given a list of 15 career options and vocations, learner will indicate on a 3-part scale--very interested, interested, disinterested--his/her feelings about each choice, and then s/he will make a statement about each item, naming the option and his/her degree of interest with 90% accuracy.

Al estudiar una lista de 15 posibles vocaciones, el estudiante indicará en una escala de tres partes (muy interesado--interesado--o no interesado) su opinión de cada vocación, después se hará una declaración sobre cada respuesta, nombrando la vocación y su nivel de interés en ella con 90% de exactitud.

Evaluation

Learner is given a list of 15 occupations: teacher, hairdresser, nurse, farmer, secretary, typist, receptionist, accountant, travel agent, model, manager, lawyer, social worker, counselor, and waitress. After learner rates each item on the 3 part scale, learner is instructed to make oral statements to correspond to his/her indicated degree of interest. Learner may make statements live or tape them for later scoring. Scoring: 30 points total; 1 point for each statement which matches his/her indicated preference, and 1 point for each grammatically acceptable statement as judged by a native speaker. (Criterion: 27 points.)

3.1

Given a list of 10 words ending in er for occupations and false occupations (machines), learner will distinguish real occupations from the false with 80% accuracy.

Al estudiar una lista de 10 palabras incluyendo los nombres de algunas ocupaciones que terminan en "er" y algunas otras palabras que también terminan en "er" pero que son nombres de máquinas, el estudiante distinguirá la occupaciones verdaderas de las falsas con 80% de exactitud.

Evaluation

Learner presented with the following list: pencil sharpener, hair dryer, clothes dryer, typewriter, vacuum cleaner, street cleaner, singer, dancer, dress designer, piano player. Learner is instructed to label which items are jobs and which are machines. Scoring: 10 points total, 1 point for each currectly labeled occupation or false occupation. (Criterion: 8 points.)

3.2

Given 10, 1 minute, video-taped segments from television programs and oral questions asking listener if s/he would like to see more, learner will respond to the questions with statements of interest or disinterest with 90% accuracy.

Al mirar diez grabaciones televisadas de un minuto, sacadas de programas normales de televisión, el estudiante responderá a unas preguntas orales con declaraciones de que si le interesa o no ver más de cada ejemplo con 90% de exactitud.

Evaluation

Learner is presented with the following 10, 1 minute segments: news broadcast in English, news broadcast in native language, a dog food commercial, a soap opera in English, a soap opera in native language, a classical music selection, a group singing in learner's native language, a children's show, a lecture, and a speech by the President. During the 20 second pause following each segment learner is asked to state orally if s/he is interested in seeing more. Scoring: 10 points total, 1 point for each grammatically acceptable statement. (Criterion: 9 points.)

3.3

Given 10 pictures of persons engaged in different recreational activities, learner will indicate with oral statements if s/he is interested or disinterested in the activities with 90% accuracy.

Al ver 10 dibujos de personas occupadas en varias actividades de recreación, el estudiante indicará con declaraciones orales si tiene o no tiene interés en las actividades con 90% de exactitud.

Evaluation

Learner is presented with pictures of persons engaged in 10 activities: swimming, skiing, riding a motorcycle, camping, bicycling, reading, watching TV, knitting, painting and playing basketball. Learner is instructed to make oral statements on whether s/he is interested in each activity. Scoring: 10 points total, 1 point for each grammatically acceptable statement. (Criterion: 9 points.)

*4.0

Given a list of 10 activities, 5 for studying academic subjects and 5 for recreational activities, learner will ask questions of interest about all the activities and write the answers with 90% accuracy.

Al estudiar una lista de diez actividades, 5 de índole académico y 5 de índole recreacional, el estudiante hará a otro preguntas acerca de las actividades y escribirá las contestaciones con 90% de exactitud.

Evaluation

Learner is provided with this list of 10 activities: learning English, studying accounting, studying Chinese, knowing about bookkeeping, learning to type, taking a trip to Puerto Rico, listening to radio, playing baseball, watching television, and going to a party. Learner may either ask a classmate or a native speaker a question on each of these activities. Scoring: 20 points total, 1 point for each acceptable question of interest and 1 point for correctly recording each response. (Criterion: 18 points.)

4.1

Given 10 pictures of persons engaged in different recreational activities, learner will ask another person if s/he is interested in the activity and record the response with 90% accuracy.

Al estudiar 10 dibujos de personas ocupadas en varias actividades de recreación, el estudiante preguntará a otra persona si tiene interés en la actividad apuntando las respuestas con 90% de exactitud.

Evaluation

Learner is presented with pictures of persons engaged in 10 activities: swimming, skiing, riding a motorcycle, camping, bicycling, reading, watching TV, knitting, painting, and playing basketball. Learner is instructed to ask another student if s/he is interested in the activity and to record the response. Learner may tape record the interaction or conduct it in the presence of an instructor. Scoring: 20 points total, 1 point for each acceptable question and 1 point for each response correctly recorded. (Criterion: 18 points.)

*5.0

Presented, one at a time, 10, two-sided stimulus cards, graphically and verbally depicting actions on one side and expected/unexpected consequences on the reverse side, the learner will state which consequences are a surprise with 90% accuracy.

Al presentarse individualmente 10 tarjetas de dos caras, donde gráfica y verbalmente se representan acciones en una cara y las consecuencias esperadas e inesperadas al dorso, el estudiante declarará cuales consecuencias constituyen sorpresa con 90% de exactitud.

Evaluation

Stimulus 10 card set consisting of: woman walking down the street/sees elephant; man waiting for bus at street corner/plane arrives; student writing with a pencil/pencil becomes a snake; student reading inside library/rain starts falling from ceiling; person walking in summer/see snow on street; person walking on cloudy day/starts to rain; child playing with matches/burns fingers; person eating ice cream on a hot day/ice cream melting; poor person sitting on corner/asks for money; and person shivering/puts on coat. Learner orally expresses to listener which consequences are surprising and which are not. Scoring: 10 points total, 1 point for each acceptable statement. (Criterion: 9 points.)

*6.0

Given orally 10 questions about personally relevant deeds or acts which learner might hope to accomplish, learner will respond to questions with 90% accuracy.

Al presentarse oralmente diez preguntas sobre hechos pertinentes y personales que el estudiante podrá esperar lograr, el estudiante responderá a las mismas con 90% de exactitud.

Evaluation

Learner is presented with 10 question, taped or live, Do you hope to: pass English; live to be 100 years old; live on the moon; return to your native country; get married; have a child (more children); lose weight; turn green; get arrested; learn to type? Scoring: 10 points total, 1 point for each grammatically acceptable expression of hope as judged by a native speaker. (Criterion: 9 points.)

6.1

Given a drawing of an empty hope chest, the learner will draw in 5 objects to represent his/her hopes for the future and make an oral statement corresponding to each item with 80% accuracy.

Al presentarse un dibujo de un baúl de esperanza (hope chest), el estudiante dibujará en él cinco objetos representando sus esperanzas para el futuro, haciendo una declaración oral correspondiente a cada entrada con 80% de exactitud.

Evaluation

Learner is presented with a sketch of a hope chest and is instructed to draw in 5 objects which symbolize his/her hopes for the future and then make an oral statement about each symbol. Scoring: 5 points, 1 point for each appropriate expression of hope. (Criterion: 4 points.)

*7.0

Given 10 questions about personal fears or worries, learner will respond to the questions with an appropriate expression of fear or worry with 90% accuracy.

Al hacerse diez preguntas que tratan de temores o de preoccupaciones personales, el estudiante responderá a ellas con expresiones apropiadas de temor o preocupación con 90% de exactitud.

Evaluation

Learner is presented orally with these questions:
(1) Do you worry about your child(ren)? (or parents)?
(2) Do you worry about doing your homework?
(3) Do you worry about becoming too Anglo?
(4) Do you worry about getting sick?
(5) Are you worried about failing English?
(6) Are you afraid to ride the subway alone?
(7) Are you afraid to walk alone at night?
(8) Are you afraid to speak English?
(9) Are you afraid of snakes?
(10) Are you afraid of dogs?

Learner is instructed to answer each question with an affirmative or negative expression of fear or worry. Scoring: 10 points total, 1 point for each expression grammatically acceptable to a native speaker. (Criterion: 9 points.)

7.1

Given 10 learner prepared statements of personal fears, learner will write the negation of each statement with 90% accuracy.

Al haber preparado diez declaraciones de temor personales, el estudiante las convertirá a la forma negativa con un 90% de exactitud.

Evaluation

Learner is instructed to compose a list of 10 things s/he is afraid of. Then s/he is to write one sentence about each fear and also negation of that sentence. Scoring: 10 points total, 1 point for each grammatically correct negation sentence. (Criterion: 9 points.)

7.2

Given 10 learner prepared statements of personal worries, learner will write a negation statement for each with 90% accuracy.

Al haber preparado diez declaraciones de algunas preocupaciones personales, el estudiante las convertirá a la forma negativa con un 90% de exactitud.

Evaluation

Learner will compose a list of 10 things s/he is worried about and then write a sentence about each worry. Then learner is instructed to write a negation statement for each item. Scoring: 10 points total, 1 point for each grammatically correct statement of negation. (Criterion: 9 points.)

*8.0

Given a short paragraph, similar in style to a newspaper advice column, consisting of 5 fears and 5 worries, learner will ask another person if that person is afraid or worried about the same thing and then write the answer with 90% accuracy.

Al leer un párrafo corto (semejante en estilo a las cartas que suelen verse en las columnas de consejo del periódico) donde se trata de 5 temores y 5 preocupaciones, el estudiante preguntará a otro si él se teme o se preocupa de las mismas cosas mencionadas, apuntando las respuestas con 90% de exactitud.

Evaluation

Stimulus is a short letter seeking advice on these fears and worries: fear of growing old, of getting bald, of gaining weight, of losing a spouse, of being left alone, of money shortages, losing a job, getting sick, being robbed, or of being a worry wart. Learner is instructed to ask another person, in or out of class, if s/he has all these worries and write the answers. Learner may tape record the data. Scoring: 20 points; 1 point for each acceptable question about fear or worry, and 1 point for correctly recording each response. (Criterion: 18 points.)

8.1

Given a short, newspaper style article containing 10 statements of fear or worries, learner will underline all such statements with 90% accuracy.

Al revisar un artículo corto escrito en el estilo periodístico que contiene 10 declaraciones sobre temores y preocupaciones, el estudiante las subrayará todas (las diez declaraciones) con 90% de exactitud.

Evaluation

Learner is presented with typed copy of newspaper article, typical in style to an advice column, expressing fear or worry. Learner is instructed to underline each expression of fear or worry. Scoring: 10 points total, 1 point for each correctly underlined statement. (Criterion: 9 points.)

*9.0

Given 10 small gifts or objects--5 desirable, 5 undesirable or unsatisfactory and a question about the desirability of each, learner will answer questions with 90% accuracy.

Al considerar diez objetos pequeños, 5 deseables y 5 no deseables con una pregunta sobre la deseabilidad de cada uno, el estudiante responderá a las preguntas con 90% de exactitud.

Evaluation

Learner is presented with these items and questions about their desirability: cup with hole in bottom, plastic worm, pencil with broken point, half-eaten piece of fruit, a wilted flower, a piece of jewelry, a $100 bill, a beautiful rose, a piece of candy, and a gift certificate. Learner is instructed to respond to each question orally. Scoring: 10 points total, 1 point for each statement which is grammatically acceptable to a native speaker. (Criterion: 9 points.)

9.1

Given 5 picture sets depicting 2 objects each which are: upside down/right side up, wrong color/right color, burnt/cooked correctly, ugly/beautigul, learner will respond to direct oral questions about which picture in each pair s/he likes with 80% accuracy.

Al estudiar cinco conjuntos de dibujos representando 2 objetos cada uno de los cuales uno se encuentra en posición correcta, otro al revés; uno de color correcto, otro de color incorrecto; uno de algo quemado, otro del mismo bien cocido; uno feo, el otro bonito; el estudiante responderá a preguntas directas orales a cerca de cual dibujo en cada par le gusta con 80% de exactitud.

Evaluation

Learner is presented with these 5 pictures, one at a time, and questions about which way s/he likes each: a can of beer upside down/right side up; a green tomato/red tomato; a burnt piece of toast/a light brown piece of toast; an ugly witch/a beautiful witch; a house right side up/a house standing on its roof. Learner is instructed to respond to each question. Scoring: 5 points total, 1 point for each grammatically acceptable response. (Criterion: 4 points.)

*10.0

Given 10 objects, 5 are normally unsatisfactory or undesirable and 5 are normally satisfactory, learner will give each object to another person and ask if s/he is satisfied with the object with 90% accuracy.

Al considerar diez objetos, 5 de los cuales se consideran normalmente no satisfactorios o deseables y 5 que se consideran normalmente satisfactorios el estudiante entregará cada objeto a otra persona preguntándole si está contento o no con el objeto con 90% de exactitud.

Evaluation

Learner is presented with these 10 objects and is instructed to give each to another person and to ask if s/he is satisfied or dissatisfied with the object: a cup with a hole, plastic worm, pencil with broken point, half-eaten apple, a wilted flower, a candy bar, $100 bill, a beautiful rose, a bracelet, a gift certificate. Scoring: 10 points total; 1 point for each direct question about satisfaction as judged acceptable by a native speaker. (Criterion: 9 points.)

10.1

Given 10 picture sets each depicting 2 objects which are: upside down/right side up, wrong color/right color, burnt/cooked correctly, ugly/beautiful, learner will present each picture to another person and ask about which way s/he likes the pictures with 80% accuracy.

Al considerar diez pares de dibujos, de los cuales uno se encuentra al revés, otro en posición correcta; uno de color incorrecto, otro de color correcto; uno de algo quemado, otro cocinado correctamente; uno feo, otro bonito, el estudiante presentará cada dibujo a otra persona y le preguntará en que forma la gusta más con 80% de exactitud.

Evaluation

Learner is given these 5 pictures, one at a time, and is instructed to present them to another person and to ask him/her which ones s/he likes: beer bottle upside down/ right side up, a green tomato/a red tomato, a burnt slice of toast/a light brown slice of toast, an ugly witch/a pretty witch, a house resting on its foundation/a house standing on its roof. Scoring: 5 points total, 1 point for each grammatically correct question. (Criterion: 4 points.)

*11.0

Given 4 short, taped dialogues which depict situations calling for expresions of gratitude, learner will orally express gratitude with 90% accuracy.

Al escuchar 4 díalogos cortos grabados que representan situaciones que requieren expresiones de gratitud, el estudiante expresará oralmente la gratitud con 90% de exactitud.

Evaluation

The 4 taped situations include: (1) 2 students talking, 1 has missed class and the other is giving him class notes; (2) an employer and applicant are completing an interview and the employer offers applicant a job: (3) a man has just helped his neighbor repair a broken window; (4) a person tells a friend how terrific he looks. Each taped situation is followed by a 30 second pause; the learner will state an appropriate expression of gratitude. Learner may speak to an instructor or may tape his/her response. Scoring: 8 points total, 1 point for each appropriate expression of gratitude, 1 point for each grammatically acceptable statement. (Criterion: 7 points.)

11.1

Given 5 small objects, one at a time, learner will express thanks for each object with 90% accuracy.

Al recibir 5 objetos pequeños, uno tras otro, el estudiante expresará las gracias por cada objeto con 80% de exactitud.

Evaluation

Learner is given, one at a time, these 5 objects: a book of stamps, a note pad, a box of staples, a flower, and a key. Learner is instructed to thank the donor for each. Scoring: 10 points total, 1 point for naming each object and expressing gratitude for it, and 1 point for each grammatically acceptable statement of gratitude. (Criterion: 9 points.)

11.2

Given list of 5 situations normally requiring written expressions of thank you, learner will write at least a 5 sentence thank you note for each situation with 90% accuracy.

Al estudiar una lista de cinco situaciones que usualmente requieren expresiones de agradecimiento, el estudiante escribirá una nota de gratitud con un mínimo de cinco oraciones para cada situación con 90% de exactitud.

Evaluation

Learner is presented with a list of these 5 situations: receiving a large sum of money as a birthday gift, job promotion, rapid answer to an inquiry letter, receiving condolences on death of family member, receiving party invitation but must refuse. Learner is given ditto thank you notes and is instructed to respond to each situation. Scoring: 10 points total; 1 point for each note conveying appropriate expressions of gratitude, 1 point for each note written in grammatically acceptable form. (Criterion: 9 points.)

11.3

Given a set of 25 greet cards: 5 get wells, 5 sympathy, 5 invitations, and 10 thank yous, learner will sort cards into piles labeled thank you and other with 90% accuracy in 10 minutes.

Al presentarse al estudiante venticinco tarjetas, cinco de reestablecerse, cinco de pésame, cinco de invitación, 10 de agradecer, él dividiralas por grupos nombrados "agradecimiento" y "otras" con 90% de exactitud dentro de 10 minutos.

Evaluation

Learner is presented with 25 cards which include 5 get well, 5 sympathy, 5 invitation, and 10 thank you and 2 boxes labeled thank you and other. Learner is instructed to sort cards and place in appropriate boxes. Scoring: 25 points total, 1 point for each card inthe appropriate box. (Criterion: 22 points.)

*12.0

Given 5 typical sympathy cards from a stationery card shop, learner will underline the sentiments of sympathy and use them in 5 simple statements with 90% accuracy.

Al considerar 5 tarjetas de pésame como suelen encontrarse en un almacén, el estudiante subrayará las palabras expresando pésame, a la vez usándolas en 5 declaraciones sencillas con 90% de exactitud.

Evaluation

Learner is presented with 5 sympathy cards and is instructed to underline each sympathetic sentiment and use it in a direct statement. Scoring: 10 points total; 1 point for each underline and 1 point for each grammatically acceptable expression of sympathy. (Criterion: 9 points.)

12.1

Given 10 oral statements, 5 about sad events and 5 about happy events, learner will respond to each with an appropriate statement of sorrow or joy with 90% accuracy.

Al considerar 10 declaraciones orales, cinco sobre sucesos tristes y cinco sobre sucesos felices, el estudiante responderá a cada una con una declaración apropiada de tristeza o de alegría con 90% de exactitud.

Evaluation

Learner is presented with these oral statements:

(1) My cat was killed last week.
(2) My aunt broke her leg skating.
(3) I can't make it; I feel awful.
(4) The Pope passed away.
(5) My brother lost his job.
(6) I got a raise.
(7) My cousin got married.
(8) My uncle won the lottery.
(9) We bought a new house.
(10) My dog had puppies.

Learner is instructed to respond orally to each statement with an expression of sorrow or joy. Scoring: 10 points total, 1 point for each appropriate expression of sorrow or joy. (Criterion: 9 points.)

*13.0

Given a chart with 2 columns labeled Intentions and Wants, learner will compose a list of 5 things s/he intends to do that day and 5 things s/he wants to do that day. Using this chart information, learner will make 5 statements expressing intended accomplishments and 5 statements expressing desired (wanted) accomplishments with 90% accuracy.

Trabajando con un cuadro de dos columas marcadas INTENCIONES y DESEOS, el estudiante creará una lista de 5 cosas que intentará hacer hoy, y 5 cosas que desearía hacer hoy, usando esta información, el estudiante hará cinco declaraciones expresando los resultados planeados y 5 expresiones expresando los resultados deseables con 90% de exactitud.

Evaluation

A blank chart with 2 columns labeled Intentions and Wants is given to learner. Learner is instructed to complete the chart by listing 5 activities in each column. When chart is complete, learner will orally express 5 intention statements and 5 desire/want statements. Scoring: 10 points total, 1 point for each clear want or intention statement which enables a native speaker to check the correct column. (Criterion: 9 points.)

13.1

Given an array of 20 objects, learner will make a statement of personal desire/want for 10 objects with 90% accuracy.

Al presentarse unos 20 objetos, el estudiante hará una declaración de deseo personal para 10 objetos con un 90% de exactitud.

Evaluation

Learner is presented with this array of objects:

(1) a book in English
(2) a deck of cards
(3) a pencil
(4) an orange
(5) a new shirt
(6) a magazine
(7) a typewriter
(8) an eraser
(9) a key ring
(10) a piece of cake
(11) a book in Spanish
(12) a pack of cigarettes
(13) a pen
(14) an apple

(15) a sweater
(16) a dictionary
(17) a tape recorder
(18) a piece of chalk
(19) an old key
(20) a candy bar

Picture may be used in lieu of real objects, if desired. Learner is instructed to express a personal statement of want for 10 objects; s/he may tape the statements or express them directly to a monitor. Scoring: 10 points total, 1 point for each grammatically correct statement of want as judged by a native speaker. (Criterion: 9 points.)

*14.0

Given a list of 10 future time periods, learner will ask a listener 1 question about what s/he wants to do and 1 question on his/her intentions for each time period and record the answers with 90% accuracy.

Al considerar una lista de períodos de tiempo futuros, el estudiante hará una pregunta a un oyente sobre qué quiere hacer y otra pregunta sobre sus intenciones para cada período de tiempo apuntando las respuestas con 80% de exactitud.

Evaluation

Learner is presented with 10 future time periods: tomorrow night, in 4 days, after school today, from now until class is over, this summer, next Christmas, during vacation, day after tomorrow, over the weekend, at 10:00 (o'clock). Learner will ask 1 direct question, specific or general, about each of the time periods. S/he will ask 1 question about wants for each time period and 1 question about intentions for each time period. Learner will write the respondent's answers. Scoring: 40 points total; 1 point for each question about wants/intentions which include a time reference, and 1 point for correctly writing the answers to each of the 20 questions. (Criterion: 36 points.)

GLOBAL OBJECTIVE: Expressing and Finding Out Emotional Attitudes

TASK(competency): 1.0 Express likes, dislikes, or preferences

PRIMARY TASK OBJECTIVE

Given two sets of items, 5 are 2 different office tasks and 5 are 2 different office jobs, learner will state comparative personal preferences using concession statements. (Although I like typing, I prefer filing.) with 90% accuracy.

INSTRUCTIONAL METHODS

-Construct this conversation matrix on an overhead transparency.

Which ___ do you prefer?	I prefer	he prefers	she perfers
What ___ do you prefer?	I like	he likes	she likes
Which ___ do you prefer	I like	he likes	she likes

-Teacher supplies a subject category for the blanks in each of the 3 categories. Teacher and 2 students fill in boxes in response to each of the 3 questions. Have students construct matrixes for themselves and 2 classmates

-Have students use matrixes to construct concession statements, "I prefer ___ although John prefers ___."

-Play Jazz Chant, "Major Decisions."

EVALUATION

Learner is presented with this data: Jobs--mail clerk, receptionist; secretary, clerk/typist; boss, employee; employee, employer; janitor, secretary. Tasks--type, file; speak English, read English; answer telephones, greet people; address envelopes, operate postage meter. Learner is asked to circle a preference in each pair and then to make a concession statement which includes his/her personal preference. Scoring: 10 points total, 1 point for each concession statement which matches learner's circled preference as judged by a native speaker. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUAN TIVE Numerical and Mathematical	SUGGESTIONS and COMMEN
I want + Verb, infinitive I like + (verb, infinitive) (verb, ing form) I prefer + (verb, infinitive) (verb, ing form) I would rather + (verb) (Be +adj) prefer would rather choose choices		

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
American English: Guided Composition, Lesson 24	vis.	8
overhead transparency	vis.	
tape recorder for peer evaluation	aud.	
Jazz Chants, p. 39	aud.	29
Supportive Instructional Materials		
A Conversation Book I, any matrix see p. 76 for example	vis.	10
Gambits 2, p. 30-33	vis.	37

GLOBAL OBJECTIVE: Expressing and Finding Out Emotional Attitudes

TASK(competency): 2.0 Inquire about preferences, likes, or dislikes

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 10 pictures, 5 with 2 activities and 5 with 2 life conditions, learner will ask another person choice questions about preference for each picture in 10 minutes with 90% accuracy.	-Demonstrate choices by holding up 2 concrete objects and asking, "Do you want this one or this one?" Repeat with other objects. -Have students create simple choice questions of the same structure. -Direct lesson toward a realistic situation by using values clarification exercises. "Do you want to be rich or healthy?" -Have students compose 10 sentences listing things they would like to do. Then have students form choice questions using items from their sentences. -Present a problem situation in which a number of solutions is evident. Have students identify the solution choices and the supporting reasons for choice.

EVALUATION

Learner is presented with 10 picture sets with persons: eating, sleeping; skiing, swimming; typing, filing; working, playing; dancing, singing; rich, poor; male, female; old, young; fat, skinny; and short, tall. Learner is instructed to ask another person which picture in each set s/he prefers. Scoring: 10 points total, 1 point for each question which is grammatically acceptable to a native speaker. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
Would you like + Be, infinitive Do you prefer + (Be, infinitive) (verb, ing form) Would you rather + (verb) (Be + adj) Do you want + (verb, infinitive) Do you like + (Be, infinitive) (verb, ing form) either--or neither--nor would rather . . . choose will responsibility destiny/free will		-Values clarification is one of the best methods to assure relevancy of lesson. Knowing there are choices and one has an option to choose is essential to carrer awareness and personal growth.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
A Conversation Book II, pp. 87, 114, 126	vis.	11
Values Clarification	vis.	62
Points of View, for problem situations	vis.	55
Supportive Instructional Materials		
American English: Guided Composition, Lesson 24	vis.	8

GLOBAL OBJECTIVE: Expressing and Finding Out Emotional Attitudes

TASK(competency): 3.0 Express interest or disinterest

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a list of 15 career options and vocations, learner will indicate on a 3 part scale--very interested, interested, disinterested, his/her feelings about each choice, and then s/he will make a statement about each item, naming the option and his/her degree of interest with 90% accuracy.	-Instructor brings to class an example of her hobby and encourages students to do the same. As each person presents his/her hobby, the class will express interest or disinterest. Once interest has been expressed, create an interview situation by having interested students ask questions. (See p. 153 of A Conversation Book II.) -Make a list of unusual vocations and occupations and have students express interest or disinterest in each. -Use a list of TV programs and ask students to express interest or disinterest.

EVALUATION
Learner is given a list of 15 occupations: teacher, hairdresser, nurse, farmer, secretary, typist, receptionist, accountant, travel agent, model, manager, lawyer, social worker, counselor, and waitress. After learner rates each item on the 3 part scale, learner is instructed to make oral statements to correspond to his/her indicated degree of interest. Learner may make statements live or tape them for later scoring. Scoring: 30 points total; 1 point for each statement which matches his/her indicated preference, and 1 point for each grammatically acceptable statement as judged by a native speaker. (Criterion: 27 points.)

LANGUAGE Vocabulary and Exponents	QUANTI IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
I am (not) + Adv. + interest in + NP becoming/being teacher--teaching nurse--nursing farmer--farming typist--typing dancer--dancing model--modeling actor(ress)--acting plumber--plumbing hairdresser--hairdressing stewardess--being a stewardess factory worker--working in a factory truck driver--driving a truck TV repair man--repairing TV's very interested/interested/disinterested/very disinterested		-The discussion of occupations and vocations aids in developing career awareness. Try to arouse curiosity in new and different career fields.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
A Conversation Book II, pp. 84-86, 153, 175	vis.	11
Supportive Instructional Materials		
Gambits 3, p. 24		38

GLOBAL OBJECTIVE: Expressing and Finding Out Emotional Attitudes

TASK(competency): 4.0 Inquire about interest or disinterest

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a list of 10 activities, 5 for studying academic subjects and 5 for recreational activities, learner will ask questions of interest about all the activities and write the answers with 90% response.	-Do Jazz Chant, "On the Rocks" and have students discuss significance of title and the disinterest of both parties in marriage. -Begin a discussion on mutual interests of husbands and wives. How many mutual interests are an asset in marriage? Place students in dyads; have students ask about each other's interests so that the questioning involves at least 3 forms--What are . . . , How long . . . , and How did you get into . . . ? -Have students pretend to have weird hobbies, e.g., taxidermy, flag pole sitting, lock picking, etc., and then have them interview each other.

EVALUATION
Learner is provided with this list of 10 activities: learning English, studying accounting, studying Chinese, knowing about bookkeeping, learning to type, taking a trip to Puerto Rico, listening to radio, playing baseball, watching television, and going to a party. Learner may ask a classmate or a native speaker a question on each of these activities. Scoring: 20 points total, 1 point for each acceptable question of interest and 1 point for correctly recording each response. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUAN TIVE Numerical and Mathematical	SUGGESTIONS and COMMEN
Are(n't) you interested in + NP I am (not) interested in + NP studying/learning/knowing taking/going/playing/watching going to + NP listening to/playing radio		-This lesson fosters a trusting atmosphere in the classroom. Examples of weird or eccentric hobbies adds a lightness to the lesson. -Try to learn hobbies or interests of movie stars, e.g., Steve McQueen--motorcycles. Have students become the movie star for an interview.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
index cards with weird hobbies on them	vis.	
Jazz Chants, "On the Rocks" and tape recorder	aud.	29
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Expressing and Find Out Emotional Attitudes

TASK(competency): 5.0 Express or report surprise

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Presented, one at a time, 10, two-sided stimulus cards, graphically and verbally depicting actions on one side and expected/unexpected consequences on the reverse side, the learner will state which consequences are a surprise with 90% accuracy.	-Have each student plan a surprise or trick to be pulled on a classmate or the teacher. Monitor students' behavior. Have students ask questions about surprising and tricks. -Plan a short surprise party for class and join them in expressions of surprise. Ask each student if s/he was genuinely surprised. -Have students each tell a short story with a surprise ending. -Have students read a short story with a surprise ending and then question them.

EVALUATION

Stimulus 10 card set consisting of: woman walking down the street/sees elephant; man waiting for bus at street corner/plane arrives; student writing with a pencil/pencil becomes a snake; student reading inside library/rain starts falling from ceiling; person walking in summer/sees snow on street; person walking on cloudy day/starts to rain; child playing with matches/burns fingers; person eating ice cream on a hot day/ice cream melts; poor person sitting on corner/asks for money; and person shivering/puts on coat. Learner orally expresses to a listener which consequences are surprising and which are not. Scoring: 10 points total, 1 point for each acceptable statement. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTI VE Numerical and Mathematical	SUGGESTIONS and COMMENT
I am/was (not) surprised It is/was (not) a surprise I am/was (not surprised + that--clause) It is/was (not) a surprise + when--clause Change common action verbs from present to past tense forms		-If possible, have students isolate American behavior which new arrivals to US find surprising, e.g., Anglo lack of extended family ties.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Little Stories for Big People, pp. 107, 109	vis.	27
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Expressing and Finding Out Emotional Attitudes

TASK(competency): 6.0 Express hope

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given orally 10 questions about personally relevant deeds or acts which learner might hope to accomplish, learner will respond to questions with 90% accuracy.	-Present get well and bon voyage cards which express a hope. Have students isolate expressions of hope. Then have students create their own cards for these and other occasions. -Use tape recording of persons expressing negative aspects of hope, e.g., "I hope he breaks his leg," and "I hope they aren't lost." Have students express similar sentiments of anger, fear, worry. -Bring in pictures which depict unpleasant events. Have students express a possible solution by using, "I hope that . . . "

EVALUATION

Learner is presented with 10 questions, taped or live, Do you hope to: pass English; live to be 100 years old; live on the moon; return to your native country; get married; have a child (more children); lose weight; turn green; get arrested; learn to type? Scoring: 10 points total, 1 point for each grammatically acceptable expression of hope as judged by a native speaker. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
I hope + so (not) I hope + that--clause I hope + (verb, infinitive form) Do you hope + (verb, infinitive form)		-The use of values clarification exercises which ask students to express their wildest hopes and dreams is helpful here and can add sparkle to the lesson.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
construction paper and drawing pens for making cards tape recorder pictures of problem situations	kin. aud. vis.	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Expressing and Finding Out Emotional Attitudes

TASK(competency): 7.0 Express fear or worry

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 10 questions about personal fears or worries, learner will respond to the questions with an appropriate expression of fear or worry with 90% accuracy.	-Do the "catastrophe fantasy" with students. Have each student express the worst thing that could happen if s/he learned English. Be prepared for students expressing fear of assimilation or new responsibilities. Then carry the discussion further by asking what would happen if that eventuality occurred. Repeat questions as many times as may be necessary to dispel fear. -Have students list all the things which they fear. Place students in dyads, have them switch lists, and make statements of fear using partner's list. -Use pictures which categorize fear experiences into: stage fright, panic, anxiety, shock, e.g., speaking in public, fire alarm, visiting dentist, seeing a monster. Have students discuss which is the worst. A very advanced class could read "An Age of Anxiety" by Mead.

EVALUATION

Learner is presented orally with these 10 questions: Do you worry about your child(ren)? Do you worry about doing your homework? Do you worry about becoming too Anglo? Do you worry about becoming sick? Are you worried about failing English? Are you afraid to ride the subway alone? Are you afraid to walk alone at night? Are you afraid to speak English? Are you afraid of snakes? Are you afraid of dogs? Learner is instructed to answer each question with an affirmative or negative expression of fear or worry.
Scoring: 10 points total, 1 point for each expression grammatically acceptable to a native speaker. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
Productive competence I'm afraid (of) + that--clause I'm worried about I have . . . Receptive competence Are you afraid? Do you worry? Are you afraid of . . . ? Do you have . . . ? Are you anxious . . . ? Do you fear . . . ? fright "lump in throat" anxiety shock panic stage fright "butterflies" "knot" "goose bumps"		-You may want to include a discussion of the non-verbal gestures and expressions associated with fear, (biting nails, shaking tense stomach, etc.). -It is important to isolate those infrequent English idioms which use "have" as contrasted with the prevalent use of "tener" for fear and worry in Spanish.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
pictures of different forms of fear	vis.	
Supportive Instructional Materials		
Fact, Feeling, and Fantasy	vis.	21

GLOBAL OBJECTIVE: Expressing and Finding Out Emotional Attitudes

TASK(competency): 8.0 Inquire about fear or worry

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a short paragraph, similar in style to a newspaper advice column, consisting of 5 fears and 5 worries, learner will ask another person if s/he is afraid or worried about the same things and then write the answers with 90% accuracy.	-Role play parent-child interaction; child expresses certain fears and parent tries to dispel the fears. Have students isolate expressions of fear. Ask students to question each other on whether they originally had the same childish fears. -Have students read study involving great fear: have them question each other about who was afraid? . . . of what? What did the person do as a result of fear? -Have students write short paragraph about their their most fear inspiring experience. Put all paragraphs in a container and have students draw at random. After reading the new paragraphs silently, the reader will question classmates individually until he locates the author of the paragraph.

EVALUATION

Stimulus is a letter seeking advice on these fears and worries: fear of growing old, of gaining weight, of losing a spouse, of being left alone, of money shortages, losing a job, getting sick, being robbed, or of being a worry wart. Learner is instructed to ask another person, in or out of class if s/he has these worries and write the answers. Learner may tape record the data. Scoring: 20 points total; 1 point for each acceptable question about fear or worry, and 1 point for correctly recording each response. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUAN IVE Numerical and Mathematical	SUGGESTIONS and COMMEN
Productive competence Are you afraid of . . . ? Are you worried about . . . ? You aren't afraid, are you? Are you + (verb, past part)? + (adj)? Do you have . . . ? Receptive competence I'm afraid (of) + that--clause I'm worried about . . . I have . . . It'll be all right Don't be afraid I'll take care of you worry preoccupied fear anxious fright tense scared to death worried		-Affective development of the student is reinforced in this lesson when students discover that other students may have the same fears or worries.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Little Stories for Big People, p. 27	vis.	27
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Expressing and Finding Out Emotional Attitudes

TASK(competency): 9.0 Express satisfaction, dissatisfaction or disappointment

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 10 small gifts or objects--5 desirable, 5 undesirable or unsatisfactory, and a question about the desirability of each, learner will answer questions with 90% accuracy.	-Read short story which depicts contentment or satisfaction. Have students express in one sentence, the degree of satisfaction in the story. Ask them if they, personally, would react with the same degree of satisfaction. -Have students create a degree scale: very satisfied, satisfied, dissatisfied, very dissatisfied. Then present the students with a variety of situations which they must rate. Students may create situations for each other. -Have students fantasize and create an ideal environment for total satisfaction. -Draw an UTOPIA button on the board. Tell students they can have utopia if they will push the UTOPIA button. Ask how many would REALLY push it.

EVALUATION

Learner is presented with 10 items and questions about their desirability: cup with hole in bottom, plastic worm, pencil with broken point, half-eaten apple, a wilted flower, a piece of jewelry, a $100 bill, a beautiful rose, a candy bar, and a gift certificate. Learner is instructed to respond to each question orally. Scoring: 10 points total, 1 point for each statement which is grammatically acceptable to a native speaker. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANT IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
This is very good. This satisfies me. This is satisfying. This is just what I wanted. This is great. This is just what I had in mind. I don't like this. This isn't right. This is not what I wanted. This is not what I had in mind. This is awful. How would you feel in this situation? utopia ideal		-Some Hispanic students have difficulty expressing negative feelings, particularly to authority figures. This classroom exercise may help students become more open and able to satisfy their personal needs.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Little Stories for Big People, p. 117	vis.	27
Supportive Instructional Materials		
Values Clarification		62
Fact, Feeling and Fantasy		21

GLOBAL OBJECTIVE: Expressing and Finding Out Emotional Attitudes

TASK(competency): 10.0 Inquire about satisfaction, dissatisfaction and disappointment

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 10 objects, 5 are normally unsatisfactory or undesirable and 5 are normally satisfactory, learner will give each object to another person and ask if s/he is satisfied with the object.	-Take examples of such as "How would you like a Hawaiian Punch? or "Would you like to be Queen for a Day?" from the media. Have students identify these subtle form questions about satisfaction. -Place students in dyads. Have them give mini-massages and ask each other, "How is this? Does this hurt? Does this feel ok? Do you like this?" -Have students recall disappointing experiences. Isolate the expressions of disappointment used in recounting the events. -Use examples of rejection messages, Dear John letters, etc. Have students write letter which would evoke disappointment to the recipient.

EVALUATION
Learner is presented with 10 objects and is instructed to give each to another person and to ask if s/he is satisfied or dissatisfied with the objects: cup with a hole, plastic worm, pencil with broken point, half-eaten apple, a dead flower, a candy bar, a $100 bill, a beautiful rose, a bracelet, and a gift certificate. Scoring: 10 points total, 1 point for each direct question about satisfaction as judged acceptable by a native speaker. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
Do you like this? Do you like it like this? Is is all right now? Is this what you wanted? Is this what you had in mind? Is this what you meant? Did you feel awful? Did you feel disappointed? Were you disappointed? What a pity. What a shame. That's horrible/awful/terrible I'm very sorry but . . . unfortunately . . .		-As these exercises are conducted, it may be useful to explore the cultural and personal relativeness of satisfaction.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
sample letter of disappointing news	vis.	
massage instructions (possible chart)	kin.	
TV commercials, shows on tape, and printed advertisements	vis/aud	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Expressing and Finding Out Emotional Attitudes

TASK(competency): 11.0 Express gratitude

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 4 short, taped dialogues which depict situations calling for expressions of gratitude, learner will orally express gratitude with 90% accuracy.	-Structure the class scene by first asking students to say thank you for every situation you will present. Then offer students ludicrous objects and announce "plans" to send students to ridiculous destinations, etc. -Have students listen to a tape in which the speaker's voice is tinged with sarcasm, anger, etc., as he expresses verbal gratitude. Have students mark sheets indicating which expressions were sincere and which were sarcastic, e.g., "Thanks a lot for the black eye." -Have students create dialogues in which one person says thank you in 3 ways and the other says thank you in 3 ways. -Have students write thank you notes.

EVALUATION
Show 4 taped situations: (1) 2 students talking, 1 has missed class and the 2nd is giving him class notes; (2) an employer and applicant are completing an interview and the employer offers applicant a job; (3) a man has just helped his neighbor repair a broken window; (4) a person tells a friend how terrific he looks. Each taped situation is followed by a 30 second pause; learner will state an appropriate expression of gratitude. Learner may speak to an instructor or tape his/her responses. Scoring: 8 points total, 1 point for each grammatically acceptable statement, 1 point for each appropriate expression of gratitude. (Criterion: 7 points.)

LANGUAGE Vocabulary and Exponents	QUAN TIVE Numerical and Mathematical	SUGGESTIONS and COMMEN
Thank you + (for + verb, ing). Thank you very much + (for + verb, ing). It was very nice of you + (verb, infinitive). It was very kind of you + (verb, infinitive). I am very grateful. That was just great. You shouldn't have. You've gone to so much trouble. You've been wonderful. Thanks a lot. Gee, thanks. It was a pleasure. It was nothing. You're welcome. I insist + (that clause). It wasn't any trouble.		-It is important to compare culturally appropriate patterns of expressing gratitude or refusal. Usually in Puerto Rico, an offer is followed by 3 or 4 refusals, each followed by another insistence, before an offer is accepted.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
A Conversation Book II, p. 16	vis	11
tape recorder and tape of sarcasm	aud	
sample thank you notes	vis	
Supportive Instructional Materials		
Gambits 3, p. 30	vis	38
Non-Verbal Communication	vis	50
Teacher Training Pack for a Course on Cultural Awareness	vis	51

GLOBAL OBJECTIVE: Expressing and Finding Out Emotional Attitudes

TASK(competency): 12.0 Express sympathy (positive and negative).

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 5 typical sympathy cards from a stationery card shop, learner will underline the sentiments of sympathy and use them in 5 simple statements with 90% accuracy.	-Present pictures to class of situations which demand expressions of sympathy: death, loss of job, illness, personal disappointment. Have students role play characters in the situations. -Explain difference between empathy and sympathy. Have students listen to tape which gives examples: "I'm so sorry for you." and "I'm sick about it, too!" Discuss tape. -Present pictures which call for expressions of positive sympathy or empathy (joy). Have students create dialogues for pictures, practice dialogues in dyads, and then present dialogues to class.

EVALUATION

Learner is presented with 5 sympathy cards and is instructed to underline each sympathetic sentiment and use it in a direct statement. Scoring: 10 points total; 1 point for each underline, 1 point for each grammatically acceptable expression of sympathy. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANT IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
I am (so) sorry + (verb, infinitive) (that clause). I am very glad + verb, infinitive. I am delighted + verb, infinitive. Sorry. That makes me sick! That's wonderful for you! I'm so happy for you! How awful + (for you)! NP + VP + too (also) for empathy. sympathy empathy concern sharing feelings		-The difference between sympathy and empathy, while linguisticall, subtle, is of obvious personal importance. Students should be given ample practice in comprehending and producing the distinction.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
pictures from magazines or newspapers	vis	
tape of expressions of sympathy	aud	
Supportive Instructional Materials		
Gambits 3, p. 20	vis	38

GLOBAL OBJECTIVE: Expressing and Finding Out Emotional Attitudes

TASK(competency): 13.0 Express want, desire, or intention

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a chart with 2 columns labeled Intentions and Wants, learner will compose a list of 5 things s/he intends to do that day and 5 things s/he wants to do that day. Using this chart information, learner will make 5 statements expressing intended accomplishments and 5 statements expressing desired (wanted) accomplishments with 90% accuracy.	-Have students keep journals for a month listing daily intentions and accomplishments. Have students make entries each morning citing yesterday's accomplishments and today's intentions. -Have students list all the things they want from you, life, school, etc.; then have them make a corresponding list of obstacles they see to attaining these desires. Develop contracts with students on performing specific tasks to overcome obstacles. -Have students listen to a taped (watch a videotaped) segment of a soap opera and given them a written list of characters. Next, have student list the desires/wants of each character.

EVALUATION

A blank chart with 2 columns labeled Intentions and Wants is given to the learner. S/He is instructed to complete the chart by listing 5 activities in each column. When chart is complete, learner will orally express 5 intention statements and 5 desire/want statements. Scoring: 10 points total; 1 point for each clear want or intention statement which enables a native speaker to check the correct column. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUAN TIVE Numerical and Mathematical	SUGGESTIONS and COMMEN
I'm going + verb, infinitive. I intend + verb, infinitive. I'm thinking of + verb, ing form. I'd like + noun (pronoun). I'd like + verb, infinitive. I want + verb, infinitive. I want + noun (pronoun). May I have + noun (pronoun)? goals aspirations plans deeds "All talk; no action."		-Students sometimes feel a lack of control over their own destiny or a lack of responsibility for their actions. The conscious monitoring of wants and intentions with accomplishments, while reinforcing the language objective, may also help reduce some of these negative feelings.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
soap opera on tape or videotape	aud/vis	
Supportive Instructional Materials		
Values Clarification	vis	62

GLOBAL OBJECTIVE: Expressing and Finding Out Emotional Attitudes

TASK(competency): 14.0 Inquire about want, desire, or intention

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a list of 10 future time periods, learner will ask a listener 1 question about what s/he wants to do and 1 question on intentions for each time period and record the answers with 80% accuracy.	-Role play situations in which students question each other about wants or desires; for example, waitress/salesperson and customer or psychiatrist and patient. Write character assignments on index cards and distribute: 1/2 questioner roles, 1/2 respondent roles. Students seek out their assigned partner and then create a dialogue for class presentation. -Read story, "The Magic Fish," or other tales of greed. Have students isolate inquiries about want or desire. -Use videotaped segments of quiz shows in which contestants are asked what they want to do. Have students practice expressions. -Have students question each other about what they want to do after school, on the weekend, or over the next vacation. -Introduce the difference between immediate future and distant future.

EVALUATION

Learner is presented with 10 future time periods: tomorrow night, in 4 days, after school today, from now until class is over, this summer, next Christmas, during vacation, day after tomorrow, over the weekend, at 10:00 (o'clock). Learner will ask 1 direct question, specific or general, about each of the time periods. S/He will ask 1 question about wants for each time period and 1 question about intentions for each time period. Learner will write the respondent's answers. Scoring: 40 points total; 1 point for each question about intentions/wants which include a time reference, and 1 point for correctly writing the answers to each of the 20 questions. (Criterion: 36 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
What do you want + (verb, infinitive) + (adverbial)? Do you want + verb, infinitive + (adverbial)? Do you intend + verb, infinitive + (adverbial)? Are you going + verb, infinitive + (adverbial)? Are you thinking of + verb, ing form + (adverbial)? What will you do + (adverbial)? Would you like + verb, infinitive + (adverbial)? to do to be doing from now till tomorrow day after tomorrow in ___ days after this/next during over at		-Drawing a time line on the board with different times labeled may help students understand difference more easily.

INSTRUCTIONAL MATERIALS		
Classroom Materials	Modality	Bibliography
videotaped segments of quiz shows short story about greed, e.g., "The Magic Fish" index cards for role plays	vis/aud vis vis	
Supportive Instructional Materials		

ENGLISH AS A SECOND LANGUAGE

Global Objective: Expressing and Finding Out Moral Attitudes

TASKS:

1.0 apologize and grant forgiveness*

2.0 express and inquire about approval and disapproval*

3.0 express regret*

4.0 express indifference and concern*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives and evaluation procedures are listed on the following pages.

EXPRESSING AND FINDING OUT MORAL ATTITUDES:

Sub-Objectives

EXPRESANDO Y DEFINIENDO ACTITUDES MORALES:

Sub-Objetivos

*1.0

I--Given 10 pictures depicting situations which ordinarily require an apology, learner will orally make a statement of apology for each situation with 90% accuracy.

II--Given 10 direct oral apology statements accompanied by matching pictures, learner will grant forgiveness to the speaker offering apology with 90% accuracy.

I--Al ver diez dibujos que representan situaciones que usualmente evocan disculpas, el estudiante formará una oración de disculpas adecuadas para cada situación representada con 90% de exactitud.

II--Al oír diez declaraciones de disculpas relacionadas con situaciones representadas en los díbujos, el estudiante perdonará al ofensor, con 90% de exactitud.

Evaluation

I--Learner is presented with 10 pictures of offensive action: bumping a person on the street, stepping on a person's foot, opening a door in a person's face, spilling coffee on a person's desk, blowing smoke in a person's face, going into the wrong bathroom, colliding in a doorway, starting to sit in an occupied plane seat, dialing a wrong number, intentionally splashing water in a swimming pool. Learner is instructed to pretend s/he is the offender and to apologize for the incident. Apology statements may be taped for later scoring. Scoring: 20 points total; 1 point for each appropriate apology statement, and 1 point for each statement including the situation context. (Criterion: 18 points.)

II--Learner is presented with the 10 pictures cited in Part I and an oral apology statement for each incident. Learner is instructed to orally grant forgiveness. Forgiveness statements may be taped for later scoring: Scoring: 20 points total; 1 point for each appropriate forgiveness granted, and 1 point for each forgiveness granted which names the offense. (Criterion: 18 points.)

1.1

Given 20 sentences--10 apology, 10 forgiveness, each on a separate strip of paper and mixed in a container --learner will match sentence pairs with 90% accuracy.

Al estudiar 20 oraciones, 10 disculpas, y 10 de perdón, cada una escrita en un papelito y escogida al azar, el estudiante relacionará las de perdón con las de disculpas con 90% de exactitud.

Evaluation

The strips of paper have these 10 apology statements:

(1) Oh, I'm sorry, I stepped on your foot.
(2) Sorry not to have noticed your new hairdo.
(3) I'm sorry, but I was too busy to call.
(4) Forgive me for being so late.
(5) I do apologize for being rude.
(6) Oh, sorry! I thought you were my wife!
(7) Excuse me, I didn't see you.
(8) I am very sorry, but I lost it.
(9) Sorry to disturb you.
(10) Oops! Forgive me, I didn't know you were there.

The strips of paper have these 10 statements of forgiveness:

(1) That's all right, I have 2 of them.
(2) Oh, it doesn't matter, it's only a wig.
(3) That's ok, I wasn't at home anyway.
(4) It doesn't matter, everyone else seems to be late, also.
(5) You're forgiven even though I was a little hurt.
(6) That's all right, maybe you should see her more often.
(7) Oh, that's ok, but maybe you should get some glasses.
(8) It's all right, the book wasn't mine, anyway.
(9) That's ok, I had to get up, anyway.
(10) It doesn't matter, I was just leaving.

Learner is instructed to match the statements of apology and forgiveness. Scoring: 10 points total; 1 point for each correct match. (Criterion: 9 points.)

*2.0

I--Given 6 taped descriptions each including 4 parts --events leading up to an action, a character taking an action, the motive for the action, and a direct inquiry about his/her approval or disapproval, learner will orally express approval or disapproval statement to each question with 90% accuracy.

II--Given 6 written, one paragraph descriptions which include events leading up to an action, a character taking action, and the motive for the action, learner will read the statements to a partner and ask the listener if s/he approves and record the responses with 90% accuracy.

I--Se tratan de 6 descripciones grabadas cada una de 4 partes: los pasos que terminan en una acción, la aprobación o desaprobación del estudiante expresadas oralmente a cada pregunta con un 90% de exactitud.

II--Se tratan de 6 párrafos descriptivos que incluyen los pasos que terminan en una acción, una persona llevando a cabo la acción y el fin de la acción; el estudiante leerá las declaraciones a un compañero preguntándole si aprueba o no apuntando sus respuestas con 90% de exactitud.

Evaluation

I--Learner is presented with a tape describing each of these 6 situations: (1) a teenage boy and girl deciding to get married in order to leave their homes, (2) a woman turning down a full-time job to continue her education, (3) a man staying at home to care for children while his wife works, (4) a student getting suspended from school for swearing, (5) a teacher hitting a pupil, (6) a woman deciding to put a child up for adoption because she isn't married. Each incident is followed by a taped question asking listener if s/he approves or disapproves. Learner is instructed to respond to each question both orally and in writing. Scoring: 12 points total; 1 point for each clear statement expressing approval or disapproval, and 1 point for each grammatically acceptable statement as judged by a native speaker. (Criterion: 10 points.)

II--Learner is presented with one paragraph descriptions of situations cited in Part I. Learner is asked to read each to a partner, question partner on his/her approval or disapproval, and record answers in writing. Learner should tape questions and answers for later scoring. Scoring: 12 points total; 1 point for each question, and 1 point for each correctly written response. (Criterion: 10 points.)

*3.0

Given 8 taped personal statements which ordinarily call for a regret expression from the listener, learner will orally state an appropriate regret expression for each situation with 90% accuracy.

Al oír grabaciones de ocho declaraciones personales que normalmente requieren una expresión de pena de parte del oyente, el estudiante hará oralmente una declaración apropiada de pena para cada situación con 90% de exactitud.

Evaluation

Learner is presented with these 8 statements--(1) My cat died. (2) My husband/wife is in the hospital. (3) I lost my wallet/purse. (4) I have a terrible cold and can't come. (5) I fell and broke my arm yesterday. (6) My dog was hit by a car. (7) I didn't receive a scholarship so I can't attend school next semester. (8) I can't come to the party tonight because I have to baby sit.--learner is instructed to make an appropriate statement of regret for each situation. Scoring: 8 points total: 1 point for each regret statement judged acceptable by a native speaker. (Criterion: 7 points.)

3.1

Given 8 written phrases which ordinarily are preceded by words of regret, learner will write an appropriate expression of regret, completing the sentences with 90% accuracy.

Al leer ocho frases escritas que normalmente empiezan con palabras de pena, el estudiante proporcionará una expresión de pena apropiada para así completar las oraciones, con 90% de exactitud.

Evaluation

Learner is supplied with these written phrases:

(1) _____ I've caused any trouble.
(2) _____ you lost your wallet.
(3) _____ you don't like it.
(4) _____ you are so late.
(5) _____ we seem tired.
(6) _____ he has gone.
(7) _____ I appear bored.
(8) _____ we aren't hungry.

Learner is instructed to write appropriate words of regret. Scoring: 8 points total; 1 point for each regret expression which is grammatically acceptable to a native speaker. (Criterion: 7 points.)

*4.0

Given a list of 24 items, learner will mark an "X" next to items learner is concerned about and an "0" next to those which are of no concern to her/him. After indicating concern or indifference, learner will construct statements which express corresponding concern or indifference, matching his/her choice with 90% accuracy.

Presentado con una lista de 24 entidades, el estudiante señalará con una X las que le interesan y con una 0 las que no le interesan. Después de indicar su interés o su desinterés, el estudiante hará declaraciones expresando sus decisiones con 90% de exactitud.

Evaluation

Learner is presented with this list and is instructed to mark each item X if of concern, and 0 if of no concern to him/her:

(1) money
(2) clothing
(3) education
(4) health
(5) politics
(6) race
(7) work
(8) recreation
(9) sex
(10) life style
(11) food
(12) housing
(13) family
(14) fidelity
(15) friends
(16) sleep
(17) homework
(18) weather
(19) art
(20) technology
(21) pollution
(22) ecology
(23) status
(24) power

After marking each item, learner is instructed to make statement indicating concern or no-concern which corresponds to his choices. Scoring: 24 points total; 1 point for each statement which corresponds to his/her previous choice and is expressed in a grammatically acceptable form. (Criterion: 20 points.)

GLOBAL OBJECTIVE: Expressing and Finding Out Moral Attitudes

TASK(competency): 1.0 Apologize and grant forgiveness.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I--Given 10 pictures depicting situations which ordinarily require an apology, learner will make an oral statement of apology for each situation with 90% accuracy. Part II--Given 10 direct, oral apology statements accompanied by matching pictures, learner will grant forgiveness to the speaker offering apology with 90% accuracy.	-Place students in dyads. Have them create skits using expressions of apology and forgiveness to present to class. -Use word order cards and print each part of apology/forgiveness expressions on individual cards. Mix cards. Have students arrange them to create various expressions, formal and informal. Include punctuation mark cards. Instructor can present this lesson using overhead transparencies and cut-ups. -Have students do a community based exercise; instruct them to record as many apology/forgiveness expressions as possible during their day outside the classroom.

EVALUATION

Part I--Learner is presented with 10 pictures of offensive action: bumping a person on the street, stepping on a person's foot, opening a door in a person's face, spilling coffee on a person's desk, blowing smoke in a person's face, going into a wrong bathroom, colliding in a doorway, starting to sit in an occupied plane seat, dialing a wrong number, intentionally splashing water in a swimming pool. Learner is instructed to pretend s/he is the offender and to apologize for the incident. Apology statements may be taped for later scoring. Scoring: 20 points total; 1 point for each appropriate apology statement, and 1 point for each statement including the situation context. (Criterion: 18 points.)

Part II--Learner is presented with the 10 pictures cited in Part I and an oral apology statement for each incident. Learner is instructed to orally grant forgiveness. Forgiveness statements may be taped for later scoring. Scoring: 20 points total; 1 point for each appropriate forgiveness granted which names the offense. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
I am very sorry. Sorry! Please forgive me. I do apologize. Excuse me, please. Oops! Hey! That's ok. It doesn't matter. You're forgiven. That's all right.		-Some expressions of apology and forgiveness are usually accompanied with specific nonverbal behaviors. It may prove useful for students to act out skits without words--using only gestures.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
A Conversation Book II, p. 17	vis	11
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Expressing and Finding Out Moral Attitudes

TASK(competency): 2.0 Express and inquire about approval and disapproval.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I--Given 6 taped descriptions, each including 4 parts--events leading up to an action, a character taking action, the motive for the action, and a direct inquiry about his/her approval or disapproval--learner will orally express approval or disapproval statement to each question with 90% accuracy. Part II--Given 6 written, 1 paragraph descriptions which include events leading up to an action, a character taking action, the motive for the action, learner will read the statements to a partner and ask the listener if s/he approves and record the responses with 90% accuracy.	-Exhibit pictures of persons approving or disapproving another's actions. Have students contribute similar pictures from magazines, newspapers, or comics. Have students create dialogues from pictures. Place students in dyads to practice before presenting them to class. -Use newspaper headlines indicating approval or disapproval, e.g., "President decorates teacher." or "Senator Censured by Congress." Have students listen to tape of various approval/disapproval statements and write them on paper. -Use a tape of expressions in a totally strange language. See if students can identify approval/disapproval according to voice tone. -Videotapes played without sound may be used for watching gestures.

EVALUATION

Part I--Learner is presented with tape describing 6 situations: a teenage boy and girl deciding to get married in order to leave their homes; a woman turning down a full-time job to continue her education; a man staying home to care for children while wife works; a student getting suspended from school for swearing; a teacher hitting a pupil; a woman deciding to place child for adoption because she isn't married. Each incident is followed by a taped question asking listener if s/he approves or disapproves. Learner must respond both orally and in writing. Scoring: 12 points total; 1 point for each clear approval/disapproval statement, and 1 point for each grammatically acceptable statement as judged by a native speaker. (Criterion: 10 points.)

Part II--Learner presented with one paragraph descriptions cited in Part I. Learner is asked to read each to a partner, question partner on his/her approval/disapproval, and record answers in writing. Scoring: 12 points total; 1 point for each question, 1 point for each correctly written response. (Criterion: 10 points.)

LANGUAGE Vocabulary and Exponents	QUANTAT[illegible]E Numerical and Mathematical	SUGGESTIONS and COMMENTS
Good! That's fine! Excellent! You shouldn't + verb, infinitive. You shouldn't + have + verb, past participal. It's (That's) not very nice. Judgements Values Naughty Mischief Censure Praise Award Honor What do you think? Do you approve? Is this right? (ok)?		-For this function as well as others, the nonverbal as well as the linguistic components are language and culture specific. It is particularly important to explore the nonverbal aspects of approval and disapproval in relation to tone gesture, and facial expression.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
newspapers for headlines and pictures	vis	
magazines	vis	
tape recorder	aud	
videotape without sound of approvals and disapprovals	vis	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Expressing and Finding Out Moral Attitudes

TASK(competency): 3.0 Express regret.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 8 taped personal statements which ordinarily call for a regret expression from the listener, learner will orally state an appropriate regret expression for each situation with 90% accuracy.	-Bring in sample letters which begin, "We regret to inform you . . ." or "We are sorry . . ." Have students compose letters expressing regret. -Have students brainstorm situations which would evoke expressions of regret. -Have students list situations in which someone would say "Que lastima." Do these situations call for the same type of expression in English? Have students role play some of these incidents. -Show students a videotape segment in which characters express regret differently, one sarcastically and one sincerely. Have students distinguish between the sincere and insincere comments.

EVALUATION

Learner is presented with these 8 statements: (1) My cat died. (2) My husband/wife is in the hospital. (3) I lost my wallet/purse. (4) I have a terrible cold and can't come (5) I fell and broke my arm yesterday. (6) My dog was hit by a car. (7) I didn't receive a scholarship so I can't attend school next semester. (8) I can't come to the party tonight because I have to baby sit. Learner is instructed to make an appropriate statement of regret for each situation. Scoring: 8 points total; 1 point for each regret statement as judged acceptable by a native speaker. (Criterion: 7 points.)

LANGUAGE Vocabulary and Exponents	QUANT VE Numerical and Mathematical	SUGGESTIONS and COMMENTS
I am so (very) sorry + (that clause) (if clause). That's a (great) pity. It's a shame. I regret + verb, infinitive. What a pity. That's too bad. sarcasm sincerity/insincerity		-Having students compare situations when "que lastima" would be used in Hispanic cultures with situations when "what a pity" would be used in English will help students realize the inappropriateness of direct translation from one language to another.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
videotape	vis/aud	
some form letters	vis	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Expressing and Finding Out Moral Attitudes

TASK(competency): 4.0 Express indifference and concern.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a list of 24 items, learner will mark an "X" next to items learner is concerned about and an "O" next to those which are of no concern to her/him. After indicating concern or indifference, learner will compose statements which express corresponding concern or indifference, matching his/her earlier choice with 90% accuracy.	-Role play situations in which one person asks, "Do you mind if . . ." and the second person answers. Then role play humorous situations in which the first person is obviously not listening to the second person; for example, "Do you mind if I hit you?" "No, I don't mind." -Bring in pictures showing scenes of people expressing indifference; for example, a person walking by and not noticing a crying child. -If class is advanced, listen to Phil Och's song, "Outside of a Small Circle of Friends." -Discuss incidents when someone should mind his own business and when s/he should show concern.

EVALUATION
Learner is presented with this list and is instructed to mark each item X if of concern and O if of no concern to him/her: money, clothing, education, health, politics, race, work, recreation, sex, life style, food, housing, family, fidelity, friends, sleep, homework, weather, art, technology, pollution, ecology, status, power. After marking each item, learner is instructed to make statements indicating concern or nonconcern which correspond to his choices. Scoring: 24 points total; 1 point for each statement which correctly corresponds and is expressed in a grammatically acceptable form. (Criterion: 20 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
It does(n't) matter + (to me). I don't mind + (if clause). I do(n't) care + (about + NP). I am (not) concerned + (about + NP). I (don't) care + about (for) + NP.		-Since there is a greater feeling of community among Hispanics, Anglos are generally perceived as being cold and indifferent. This language lessons offers a good opportunity to explore this perceived cultural difference.

INSTRUCTIONAL MATERIALS		
Classroom Materials	Modality	Bibliography
record player for song "Outside of a Small Circle of Friends" pictures	aud vis	
Supportive Instructional Materials		

ENGLISH AS A SECOND LANGUAGE

Global Objective: Getting Things Done

TASKS:

1.0 suggest a course of action[*]

2.0 request others to do something[*]

3.0 invite others to do something[*]

4.0 advise others to do something[*]

5.0 warn others to take care or to refrain from doing something[*]

6.0 instruct or direct others to do something[*]

7.0 offer assistance[*]

8.0 requesting assistance[*]

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[*] The primary objective for this task has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

GETTING THINGS DONE: Sub-Objectives

LOGRANDO LO QUE SE PROPONE: Sub-Objetivos

*1.0

Given 5 videotaped vignettes of problem situations --each vignette should display miscellaneous objects commonly found in such a setting; action should stop at a crisis point--2 learners, working cooperatively, will each suggest 2 possible courses of joint action for effecting a solution of the given problem. Time allowed for developing the 4 possible solutions is 5 minutes; 90% accuracy.

De ver 5 programas de televisión en los canales, se presentan situaciones problemáticas donde aparecerán objetos que suelen asociarse con la situación, se detiene la acción cuando se llegue a un momento crítico, dos estudiantes trabajando juntos sugerirán cuatro posibles soluciones al problema que ellos podrán tomar juntos (dos soluciones cada uno) 5 minutos para desarrollar las 4 soluciones con 90% de exactitud.

Evaluation

Learner is presented with 5 videotaped vignettes of problem situations: (1) office scene with broken water pipe, (2) cup of coffee spilled on office desk, (3) animal trapped in tree, (4) woman in phone booth with no pencil for message, (5) broken parking meter. Every scene should include objects normally found in such a setting. Action should stop at crisis point and learners working in pairs are allowed 5 minutes to generate plausible solutions. If visual stimulus is not available, written stimulus may be substituted. Learners are each required to state orally 2 possible, joint action solutions. Scoring: 10 points total per student; 1 point for each grammatically acceptable suggestion of joint action. (Criterion: 9 points per student.)

1.1

Given a written list of 5 problem situations, the learner will list 5 solutions for each situation in 20 minutes with 90% accuracy.

Refiriéndose a una lista escrita de 5 situaciones problemáticas, el estudiante apuntará una solución para cada situación dentro de 20 minutos con un 90% de exactitud.

Evaluation

Learner is presented with these 5 problem situations: (1) rent due a week prior to next pay check; (2) homework assignment is due the next day; student doesn't understand it; (3) basement is flooded, (4) pet dog ran away from home; (5) party host runs out of ice at 2 a.m. Learner is instructed to list as many solutions as possible for each predicament; however, s/he must list at least 5. Scoring: 25 points total; 1 point for each solution. (Criterion: 22 points.)

*2.0

Given a list of 10 tasks to be accomplished, learner, who is blindfolded or out of view of the "pool of potential laborers," will state 1 talent needed to perform the task. When a potential worker identifies him/herself, learner will request the person to perform the task. Learner must express him/herself with 90% accuracy for both description and request.

Al presentarse una lista de 10 tareas, el estudiante, con una venda en los ojos o físicamente oculto de los "posibles trabajadores," indicará un talento necesario para llevar a cabo la tarea. Cuando el posible trabajador se identifique, el estudiante le pedirá a él que se haga la tarea. El estudiante tiene que expresarse con 90% de exactitud tanto al describir la tarea como al pedirsela.

Evaluation

Learner is presented with these tasks: (1) a stone wall must be built, (2) a cake must be baked, (3) a letter must be typed, (5) a car must be repaired, (6) clothes need ironing, (7) dog needs walking, (8) cow needs milking, (9) pipe needs welding, and (10) man needs a haircut.

An instructor monitors a small group. Learner being evaluated may be blindfolded or located in an adjacent room and use intercom. All learners not being evaluated are encouraged to offer their services as potential laborers. Learner is instructed to state in one sentence a characteristic or talent needed to perform a task. When a potential worker identifies him/herself, learner names the task and requests the speaker to perform the task. Scoring: 20 points total; 1 point for each statement of description of needed characteristic, and 1 point for each grammatically acceptable request to perform. (Criterion: 18 points.)

2.1

Given a matching test consisting of 5 requests for assistance and 5 reasons for the requests, learner will match the requests and reasons with 80% accuracy.

En un examen donde se tiene que relacionar 5 peticiones de ayuda con 5 motivos para las peticiones, el estudiante lo hará con un 80% de exactitud.

Evaluation

Learner is presented with a matching test composed of requests and reasons.

Requests	Reasons
1) Would you call the scholarship office?	a) My car isn't running.
2) May I borrow your book?	b) My dog ate mine.
3) Would you lend me a dollar?	c) I forgot my wallet.
4) Would you spell the word for me?	d) I'm afraid.
5) Would you give me a ride home?	e) I can't spell in English.

Scoring: 5 points total; 1 point for each correct match. (Criterion: 4 points.)

2.2

Given 15 different oral requests--5 from an office setting, 5 from a restaurant, 5 from a classroom--learner will identify the context of each request with 90% accuracy.

Al oír 15 peticiones, 5 características de una oficina, 5 de un restaurante, y cinco de una clase, el estudiante identificará el contexto de cada petición con 90% de exactitud.

Evaluation

Learner is given a worksheet with 3 columns labeled office, restaurant, and classroom and a set of 15, randomly mixed requests: (1) Could you type this letter for me? (2) Would you put this in the out-going mail? (3) Would you make 3 Xerox copies of this letter? (4) Would you mind answering the telephone? (5) Can I have this letter typed before noon? (6) Please, give me an extra sugar. (7) Could you go light on the mustard? (8) Would you mind cooking this a little more; it's raw. (9) Could you ask our waitress to bring the check? (10) Would you bring me an order of french fries? (11) Please take out your note books. (12) Would you open your texts to lesson #33? (13) Would you turn in your homework before you leave? (14) Can I have a show of hands? (15) How many did their homework? Learner is instructed to write the number for each request in the appropriate column. Scoring: 15 points total; 1 point for each request properly categorized. (Criterion: 13 points.)

*3.0

Given a list of 10 activities, learner will invite another person to participate in the activities with 90% accuracy.

Al considerar una lista de diez actividades, el estudiante invitará a otra persona a tomar parte en ellas con 90% de exactitud.

Evaluation

Learner is presented with this list of 10 activities: dinner, movie, dance, walk, trip, drink, watch TV, type, file, answer the phone. Learner is instructed to invite orally another person to join him/her. Learner may invite another student and tape the invitations or s/he may directly ask the instructor. Scoring: 10 points total; 1 point for each acceptable invitation. (Criterion: 9 points.)

3.1

Given a tape recording of 10 questions--5 are invitations and 5 are requests for information--learner will correctly label questions as invitations and noninvitations with 90% accuracy.

Al escuchar una grabación de diez preguntas, cinco de invitaciones y cinco de peticiones de información, el estudiante señalará correctamente las que son invitaciones y las que no son invitaciones con 90% de exactitud.

Evaluation

Learner is presented with these taped questions:

(1) Would you like to go to dinner with me?
(2) How do you spell your name?
(3) What about going to New York with me?
(4) Would you like to get married?
(5) How far is it to New York?

(6) What about lending me a hundred dollars?
(7) Why are you going to the movies tonight?
(8) Would you type this letter for me?
(9) What is the answer to question #3?
(10) How much money do you have in the bank?

Learner is instructed to use a piece of paper and to label each question as invitation or noninvitation. Scoring: 10 points total; 1 point for each correctly labeled question. (Criterion: 9 points.)

3.2

Given 5 printed invitation cards--the type which carries printed Event:, Time:, Date:, Dress:, and Address: --and a list of 5 events scheduled for the next 2 weeks, learner is instructed to complete the invitations with 90% accuracy.

Al recibir cinco tarjetas de invitación en blanco, el tipo que tiene espacios con las palabras impresas: Motivo, Hora, Fecha, Modo de vestir, y Dirección, más una lista de 5 actividades proyectadas para las próximas dos semanas, el estudiante llenará las invitaciones con 90% de exactitud.

Evaluation

Learner is presented with 5 printed cards and this list of events: (1) moving party, (2) reception for governor of Puerto Rico, (3) baby shower, (4) wedding reception, (5) high school graduation party. Learner is instructed to fill in 5 information details on each card. Scoring: 25 points total; 1 point for each appropriate detail written. (Criterion: 22 points.)

*4.0

Given 10 oral statements of problems and requests for advice, learner will respond to each request with appropriate advice with 90% accuracy.

Al oír de 10 problemas acompañados de pedidos para consejo, el estudiante responderá a cada petición con un consejo apropiado con 90% de exactitud.

Evaluation

Learner is presented a tape recording with these requests for advice: (1) I have a tooth ache, can you recommend a good dentist? (2) I missed my bus, what can

I do? (3) I lost my driver's license, can you tell me what to do? (4) I think I'm pregnant, what do you think I should do? (5) I fell and my leg is aching, what should I do? (6) My son didn't come home from school, what should I do? (7) I left my purse on the bus, who should I call? (8) Someone is trying to break into my apartment, what can I do? (9) I need a good Spanish-English dictionary, can you recommend one? (10) I need a date for the party, do you have any ideas? Learner is instructed to offer advice for each situation. Scoring: 20 points total; 1 point for each appropriate phrase for advice and 1 point for each piece of advice given in response. (Criterion: 18 points.)

4.1

Given a common problem situation and a list of 5 persons effected by the problem, learner will make a direct statement to advise each person on a course of action with 90% accuracy.

Al considerar una situación problemática común y una lista de 5 personas afectadas por el problema, el estudiante hará una declaración directa a cada persona dándole un consejo sobre un curso de acción con 90% de exactitud.

Evaluation

Learner is instructed to advise a course of action for the following persons who had colds and are sneezing: (1) his/her teacher, (2) a good friend, (3) an acquaintance, (4) the person in the elevator next to him/her, and (5) a close relative. Advice may be taped or given to instructor in a role play situation. Scoring: 10 points total; 1 point for each appropriate language form, and 1 point for acceptable advice. (Criterion: 9 points.)

*5.0

Given 10 videotaped situations depicting impending disaster or negative behavior of children, learner will warn the persons to refrain from the activity with 90% accuracy.

Al mirar 10 situaciones televizadas que representan un desastre amenazante o el mál comportamiento de niños, el estudiante advertirá a las personas que se detengan a participar en dicha actividad con 90% de exactitud.

Evaluation

The following dangerous situations are presented on videotape or film: (1) person starting across street, car approaching; (2) person stepping onto slippery spot; (3) child playing with matches; (4) child playing with sharp knife; (5) dog snarling, ready to bite; (6) small child playing in the street; (7) person standing in front of shakey supermarket display; (8) student about to sit on wet chair; (9) person riding in car about to be hit by oncoming car; (10) person swimming near a shark. After each situation segment there will be a 1 minute pause. Learner is instructed to warn the person. Learner is scored by a native speaker or may tape the statements for later scoring. Scoring: 20 points total; 1 point for warning or refraining statement, 1 point for grammatically acceptable statement. (Criterion: 18 points.)

5.1

Given pictures of 5 settings or situations which usually have posted or printed warnings, learner will write a 2 sentence message for each sign with 80% accuracy.

Al estudiar dibujos de cinco lugares o situaciones donde comunmente se encuentran rótulos de advertencias, el estudiante escribirá un mensaje de dos oraciones para cada rótulo con 80% de exactitud.

Evaluation

Learner is presented with pictures of these 5 settings: (1) person smoking and a package of cigarettes, (2) person swimming with sharks present, (3) large hole in the road with construction workers present, (4) freshly painted walls with painters painting, (5) tall building with ice hanging from the top. Learner is instructed to write a statement of warning and a short reason for it on each of the dangerous settings. Scoring: 10 points total; 1 point for each statement of warning and 1 point for each statement of appropriate reason. (Criterion: 8 points.)

5.2

Given 5 common signs which include warning and reason, learner will circle the warning in the signs with 80% accuracy.

Al estudiar 5 rótulos comunes que incluyen una advertencia y una aplicación, el estudiante pondrá un círculo alrededor de la advertencia que aparece en los rótulos con 80% de exactitud.

Evaluation

Learner is presented with the following signs and messages: (1) Warning: Road slippery when wet; (2) Drive carefully: Road under construction; (3) Warning: The Surgeon General Has Determined that Cigarette Smoking is Dangerous to Your Health; (4) Watch Out: Men Working Overhead; and (5) Watch your wallets (purses). Pickpockets are working. Learner is instructed to encircle the words of warning in each message. Scoring: 5 points total; 1 point for each word or phrase of warning circled. (Criterion: 4 points.)

*6.0

Given a model design on a 4x6 card consisting of a circle, square, and triangle connected by 2 lines selected from an I.B.M. flow-charting template, learner will instruct a group of listeners as to how to draw the design, obtaining an average of 7.5 points on a 10 point drawing.

Al estudiar un diseño de modelos en una tarjeta de 4" x 6" compuesto de un círculo, un cuadrado y un triángulo connectados por dos líneas seleccionadas de un patrón del plan de trabajo IBM (IBM Flow charting template), el estudiante enseñará a un grupo de oyentes cómo se dibuja los diseños logrando un promedio de 7.5 puntos por cada díbujo que vale 10 puntos cada uno.

Evaluation

Learner is given a 4x6 card with the model design. Each listener is provided with pencil, a drawing space the same size as the model, and an I.B.M. flow-charting template. Learner is directed to give the group instructions for identically reproducing the model. Scoring: 10 points total for each drawing completed by the group of listeners; 2 points for each of the 3 figures--1 point for each correct figure and 1 point for correct position of the figures on the card; and 2 points for each line--1 point if the ends touch the correct points on the figures and 1 point if the line is the same length as the model with no more than 1/4 inch error. (Criterion: An average of 7.5 points from the group of listeners.)

6.1

Given paper, pencil, ruler, a template, and 5 step, oral directions, learner will perform the steps with 80% accuracy.

Trabajando con una hoja de papel, un lápiz, una regla, un patrón IBM y direcciones orales, el estudiante ejecutará los paso dictados con 80% de exactitud.

Evaluation

Learner is given a ruler, paper, pencil, template and is then orally instructed to:

(1) draw a square, 2 inches on each side
(2) draw a small circle in the center of the square
(3) draw a small triangle under the circle
(4) place a dot over the circle
(5) draw a small square to the left of the circle

After each step there is a 1 minute pause. Scoring: 5 points total, 1 point for each step correctly done. (Criterion: 4 points.)

6.2

Given oral direction for a 4 step physical action, learner will follow the directions with 100% accuracy.

Al recibir direcciones orales para llevar a cabo una acción física de 4 pasos, el estudiante seguirá las direcciones con 100% de exactitud.

Evaluation

Learner is instructed to: (1) go to the door, (2) open the door, (3) go out of the room, (4) shut the door behind him/her. Scoring: 4 points total, 1 point for each act performed correctly. (Criterion: 4 points.)

6.3

Given simple oral commands for locating sections and directional divisions on a sheet of paper, learner will correctly identify the areas with 90% accuracy.

Al oír unas órdenes orales sencillas refiriendose a los secciones y divisiones direccionales de una hoja de papel, el estudiante identificará correctamente las áreas señaladas con 90% de exactitud.

Evaluation

Learner is instructed to:

(1) put an X at the top of the page
(2) put an A at the bottom
(3) put a dot in the center of the page
(4) put a vertical line on the left of the page
(5) put a horizontal line in the upper right-hand corner
(6) put a P in the lower left-hand corner
(7) put a circle around the dot in the center
(8) put an "I" on the right side of the page

After each step there is a 1 minute pause. Scoring: 8 points total, 1 point for each step carried out correctly. (Criterion: 7 point.)

*7.0

Given 5 pictorial stimuli depicting situations in which a person is in need of assistance, learner will make oral statements offering assistance to the person in the stimuli with 90% accuracy.

Al considerar cinco representaciones gráficas que muestran situaciones en las cuales una persona necesita la ayuda de otro, el estudiante hará declaraciones orales ofreciéndole ayuda con 90% de exactitud.

Evaluation

Learner is presented with the following videotaped or filmed vignettes: (1) a lost, blind person, (2) an elderly person trying to cross a busy street, (3) a person carrying 3 large sacks of groceries, (4) a person who has fallen, (5) a child fallen from a bicycle. After the presentation of the scene, there will be a 1 minute pause in which the learner will make an oral offer of assitance. The learner may make the statement to a native speaker or on tape for later scoring. (If filmed stimuli are not available, learner may be presented with pictures.) Scoring: 10 points total, 1 point for each offer with an acceptable phrase of assistance, and 1 point for each offer which includes doing something appropriate to the situation. (Criterion: 9 points.)

*8.0

Given a videotaped or filmed vignette of 5 problem situations, learner will ask a bystander for assistance including a request for assistance and a statement of what is needed for the problem with 80% accuracy.

Después de mirar a un ensayo televizado o filmado en el cual se representan 5 situaciones problemáticas, el estudiante pedirá a un espectador que le ayude, más dirá que se necesita para resolver el problema con 80% de exactitud.

Evaluation

Learner is presented with 5 videotaped or filmed vignettes of problem situations: (1) a cup of coffee spilled on a desk, (2) a woman in a telephone booth with no pencil for a message, (3) a person with a flat tire on the highway, (4) a person with a bottle and no bottle opener, (5) a lost person with a map. After the presentation of the stimuli there is a 30 second pause. The learner is instructed to pretend s/he is in the situations and request assistance of a bystander indicating what s/he needs. Learner is scored in the presence of a native speaker or may tape his/her requests for later scoring. Scoring: 10 points, 1 point for each request for assistance and 1 point for each statement on what is needed appropriate to the situation. (Criterion: 8 points.)

GLOBAL OBJECTIVE: Getting Things Done

TASK(competency): 1.0 Suggest a course of action

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 5 videotaped vignettes of problem situations - each vignette should display objects commonly found in such a setting; action should stop at a crisis point - 2 learners, working cooperatively, will each suggest 2 possible courses of joint action for effecting a solution of the given problem. Time allowed for developing the 4 possible solutions is 5 minutes; 90% accuracy.	-Listen and recite jazz chant, "Easy Solutions." Have students identify all the problems listed in the chant along with all the solutions given. Have students offer alternative solutions, as well. Point out the command form solutions in the chant. Have students change commands to suggestions. -Present students with a list of real problems which they could encounter; for example, rent increase or fired from job. Have students add other problems until there is a list of 10. Place students in dyads and have them choose a problem and jointly suggest courses of action. These dyads will work before the entire group and then elicit comments from class on which solution they think is best.

EVALUATION

Learner is presented with 5 videotaped vignettes of problem situations: (1) office scene with broken water pipe, (2) cup of coffee spilled on office desk, (3) animal trapped in tree, (4) woman in telephone booth with no pencil for message, and (5) broken parking meter. Every scene should include objects normally found in such a setting. Action should stop at crisis point and learners, working in pairs, are allowed 5 minutes to generate plausible solutions. If visual stimulus is not available, written stimulus may be substituted. Learners are each required to state orally 2 possible, joint action solutions. Scoring: 10 points total per student, 1 point for each grammatically acceptable suggestion of joint action. (Criterion: 9 points per student)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
What about + verb, ing form Let's try + verb, ing form Let's + verb Shall we + verb We could + verb We might + verb What do you think? What would you do? What do you suggest? Relax! Calm down! I suggest + that-clause		-Many problem solving techniques are based on the ability to brainstorm alternatives. To help students develop original and creative thinking, you may want to employ magnification or minification techniques, e.g. the experiences of Alice in _Alice in Wonderland_.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Jazz Chants, p. 53	aud.	29
Supportive Instructional Materials		
Gambits 2, p. 34-35	vis.	38
Points of View	vis.	55
Taking Action	vis.	67
Strange and Familiar	vis.	28
Fact, Feeling and Fantasy	vis.	21

GLOBAL OBJECTIVE: Getting Things Done

TASK(competency): 2.0 Request Others To Do Something

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a list of 10 tasks to be accomplished, learner, who is blindfolded or out of view of the "pool of potential laborers," will state 1 talent needed to perform the task. When a potential worker identifies him/herself, learner will specify the task and ask person to perform it. Learner must express himself with 90% accuracy for both the talent description and the task request.	-Set up a mini-community in classroom by dividing it into service areas: for example, gas station, library, retail store, bank, etc. Have students circulate and request services. Prompt students by giving them cue cards, e.g. "you need a dress cleaned." -Show videotape of persons doing the above at different places around community. Have students identify different styles of asking for service. -Give students a community-based exercise in which they must accomplish certain goals by asking others, in school or outside of school, to do something. Then they bring the results to class and report their activities in writing or before the group.

EVALUATION

Learner is presented with these tasks: (1) building a stone wall, (2) baking a cake, (3) typing a letter, (4) repairing a car, (6) clothes need ironing, (7) dog needs walking, (8) cow needs milking, (9) pipe needs welding, and (10) man needs a haircut. An instructor monitors a small group. Learner being evaluated may be blindfolded or located in an adjacent room and use intercom. All learners not being evaluated are encouraged to offer their talents as potential laborers. Learner is instructed to state in one sentence a characteristic or talent needed to perform a task. When a potential worker identifies him/herself, learner names the task and requests the speaker to perform it. Scoring: 20 points total; 1 point for each statement of description of needed characteristic, and 1 point for each grammatically acceptable request to perform. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUANT IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
Please + VP Would/could you (please) + VP? Would you be + so kind as to (kind enough to) + VP? Would you mind + verb, ing form Can I have + NP + V, (please)? I need + NP dry cleaned laundered cash a check buy some____/return a ____ take out a book/return a book fill it up (at gas station)		-As in other lessons which ask students to do simulation gaming, it is important to clearly state the cognitive and linguistic objectives to the students before the simulation is begun.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
A Conversation Book, I, p. 103	vis.	10
A Conversation Book, II, p. 27	vis.	11
videotape of persons in the community	vis/aud	
index cards for mini-community exercise	kin.	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Getting Things Done

TASK(competency): 3.0 Invite others to do something

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a list of 10 activities, learner will invite another person to participate in the activities with 100% accuracy.	-Bring in assorted activities pamphlets and brochures: symphony, movies, camping, sports, etc. Place class into groups and hand a pile of pamphlets to each group. Instruct groups to create skits which include inviting others to participate in activities. Persuade students to encourage others to try the activity if they refuse the initial offers. (Students must find the advantages of the activities in the pamphlets.) When skit is fully rehearsed, have students perform it for the entire group. -Present examples of formal and informal written invitations; have students underline commonly used expressions of invitation. Instruct them to write a number of their own invitations, formal and informal.

EVALUATION

Learner is presented with this list of 10 activities: dinner, movie, dance, walk, trip, drink, watch TV, type, file, answer the phone. Learner is instructed to invite orally another student and to tape the invitations, or s/he may directly ask the instructor. Scoring: 10 points total, 1 point for each acceptable invitation. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
Would you like + V, infinitive form? What about + V, ing form? How about + V, ing form? sports restaurants recreational activities travel No, thanks. I'm sorry, I can't. Some other time. Maybe later. But you'd love it. I know you'll like it. It'll be wonderful.		-It is common for a Hispanic to refuse an invitation when first asked, even if s/he would like to go. Insistence is expected as a matter of courtesy and custom. Not so with Anglos. Be sure to clarify this for the students; "insisting" is important. -See Non-Verbal Communication for added insight.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
pamphlets	vis/aud	
sample letters	vis.	
Supportive Instructional Materials		
Viewpoints on Reality, Module 4 Persuasion	vis.	22
Non-Verbal Communication	vis.	50

GLOBAL OBJECTIVE: Getting Things Done

TASK(competency): 4.0 Advise other to do something

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 10 oral statements of problems and requests for advice, learner will respond to each request with appropriate advice with 90% accuracy.	-Present learners with pictures similar to those in A Conversation Book, II, p. 114. Then have learners choose partners for dyad work; one will be person in picture, the other will give advice. -Have learners create dialogues for presentation to class. Encourage learners to create one role of chronic complainer; the partner to offer alternative remedies, for example: "I'm exhausted." "You should get some rest." "I can't, I have too much work." "You should get someone to help you." "I tried. No one wants to." "Get some new friends." Tape dialogues for later self-evaluation. -Listen to jazz chant, "Mama Knows Best." Have learners change all "shouldn't" statements to "should" statements. Have them list things they think they should do and then change the statements to want to.

EVALUATION

Learner is presented with a tape recording with these 10 requests for advice: I have a toothache, can you recommend a good dentist? I missed my bus, what can I do? I lost my drivers license, can you tell me what to do? I think I'm pregnant, what do you think I should do? I fell and my leg is aching, what should I do? My son didn't come home from school, what should I do? I left my purse on the bus, whom should I call? Someone is trying to break into my apartment, what can I do? I need a good Spanish-English dictionary, can you recommend one? I need a date for the party, do you have any good ideas? Learner is instructed to offer advice for each situation. Scoring: 20 points, 1 point for each appropriate phrase of advice, and 1 point for each piece of advice given in response. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
You should + VP You ought to + VP Why don't you + VP I can recommend + NP See a doctor Get a cab Get some rest Take some medicine Call the police Go to Ask obligations needs complaining/complainer		-Values clarification techniques are useful in this lesson for exploring internal governing factors each person has. The "should" statements we make for ourselves are often rebelled against simply because of the "should" quality of parental control. Changing the statements to "want to" may break down barriers to accomplishing those very deeds, for example, "I should do my homework" changed to "I want to do my homework."

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
tape recorder	aud.	
Jazz Chants, p. 69	aud.	29
A Conversation Book II, p. 114	vis.	11
Supportive Instructional Materials		
Values Clarification	vis.	62

GLOBAL OBJECTIVE: Getting Things Done

TASK(competency): 5.0 Warn others to take care or refrain from doing something

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 10 videotaped situations depicting impending disaster or negative behavior of children, learner will warn the persons to refrain from the activity with 90% accuracy.	-Bring in signs, labels, and other examples of warning notice. Have learners give a situation for each. -Show examples of T-shirts designed with warnings on them. Ask learners to design a T-shirt for themselves, for example, "Beware, cynic!" or "Beware, egomaniac!" Have learners wear their creations an entire day and then report to class others' reactions. -Listen and recite jazz chant, "Warning." Have learners create original jazz chant from a cloze form you give them with the warning expressions missing. -Place learners in dyads for role playing a situation in which one warns the other. Learners may present their skits to class after practice.

EVALUATION

Ten dangerous situations are presented on videotape or film: person starting across street, car approaching; person stepping onto slippery spot; child playing with matches; child playing with sharp knife; dog snarling, ready to bite; small child playing in the street; person standing in front of shaky supermarket display; student about to sit on wet chair; person riding in car about to be hit by oncoming car; person swimming near a shark. After each situation segment there will be a 1 minute pause. Learner is instructed to warn the person. Learner is scored by a native speaker or may tape the statements for later scoring. Scoring: 20 points total, 1 point for warning or refraining statement, 1 point for each grammatically acceptable statement. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUAN[illegible]IVE Numerical and Mathematical	SUGGESTIONS and COMMENT[illegible]
Be careful! Look out! Don't + VP Watch + NP! Beware! Caution! Stop! flammable trespassing fragile poison external/internal dangerous prohibited inhale/exhale perishable dosage radar detour risk		-The T-shirt exercise strengthens a trusting and open atmosphere in the classroom. If you feel it suitable, have learners create T-shirts for each other. Do this in dyads. It should be enlightening for each member of the dyad to see what his/her partner feels should be the warning. Some dyads may wish to share their experience with the group.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
signs, labels, other warning information	vis.	
tape recorder for playback	aud.	
Jazz Chants, p. 49	aud.	29
close form of jazz chant	vis.	
Supportive Instructional Materials		
Real Life Reading Skills, p. 6-12	vis.	41

GLOBAL OBJECTIVE: Getting Things Done

TASK(competency): 6.0 Instruct or direct others to do something

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given on a 4 x 6 card a model design consisting of a circle, square, and triangle connected by 2 lines selected from an IBM flow-charting template, learner will instruct a group of listeners on how to draw the design, obtaining an average of 7.5 points on a 10 point drawing.	-Play Simple Simon; learners are to follow verbal orders. After establishing a good momentum, inform learners you will instruct them to do one thing, but you will be doing something else. For example, you say, "Put your hands on your head," as you point to the door. Have learners take turns being Simon. -Have learner go to a particular destination in the school, paying careful attention to the route. Then each learner instructs another to make the same trip. This works especially well if it's handled as a treasure hunt with a goodie at the designated spot for the second student to bring back. -Contrast imperative form and polite form of giving directions; for example, "Go to the door" vs. "You will please go to the door." -Have students draw a simple design; place them in dyads and instruct each other to do so.

EVALUATION

Learner is given a 4 x 6 card with the model design. Each listener is provided with pencil, a drawing space the same size as the model, and an IBM flow-charting template. Learner is directed to give the group instructions for identically reproducing the model. Scoring: 10 points total for each drawing completed by the group of listeners; 2 points for each of the 3 figures - 1 point for each correct figure and 1 point for correct position of each figure on the card, and 2 points for each line - 1 point if the ends touch the correct points on the figures and 1 point if the line is the same length as the model, no more than 1/4 inch error. (Criterion: an average of 7.5 from the group of listeners.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
Imperative sentences Declarative sentences with you as subject + (please) Draw a circle, square, triangle, left, right, horizontal, vertical, center, side first then now after before Simon says... put jump hold clap point throw knock take act walk dial smile frown wiggle kneel dance verbs for body motion		-Learners enjoy playing teacher. Giving the learner the opportunity to instruct the group further aids retention of the structural forms being used. -Giving and following simple directions are assumed to be rather easy; initially, the acts can put learner at ease, later more complex instructions will aid in retention and auditory discrimination.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
A Conversation Book I, p. 12, 105 trinkets for the treasure hunt	vis. kin.	10
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Getting Things Done

TASK(competency): 7.0 Offer assistance

PRIMARY TASK OBJECTIVE

Given 5 pictorial stimuli depicting situations in which a person is in need of assistance, learner will make oral statements offering assistance to the person in the stimuli with 90% accuracy.

INSTRUCTIONAL METHODS

-Structure a department store scene in the classroom: men's wear, ladies' wear, toys, household furnishings, etc. Have learners make signs displaying the goods for sale in each department. Then have learners elect in which department they would like to work. A few students should be customers. Give customers index cards specifying merchandise they are to purchase. Salespersons will offer assistance, properly expressed. Having outsiders, other teachers and school personnel, visit the store adds zest to the scene.

-Have learners recall rude treatment by salespersons, or when they expected assistance and didn't get it. Have learner write a paragraph describing the scene, then give it to a partner who will rewrite it with dialogue which changes the scene into a helpful one.

EVALUATION

Learner is presented with 5 videotaped or filmed vignettes: a lost, blind person; an elderly person trying to cross a busy street; a person carrying 3 large sacks of groceries; a person who has fallen; a child falling from a bicycle. After presentation of each scene there will be a 1 minute pause in which the learner will make an oral offer of assistance. Learner may make the statement to a native speaker or on tape for later scoring. (If filmed stimuli are not available, learner may be presented with pictures.) Scoring: 10 points total, 1 point for each acceptably phrased offer of assistance, and 1 point for each offer which names doing something appropriate to the situation. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUAN[illegible]IVE Numerical and Mathematical	SUGGESTIONS and COMMEN[illegible]
May I help you? Can I help you? Do you need help? (assistance) Let me help you Allow me + (to help) (assist) What can I do for you? department store ladies', men's wear household furnishings appliances, kitchen gourmet shop shoes lingerie children's clothes sporting equipment toys impolite/rude courteous helpful		-Having non-class people participate in a lesson always adds to the seriousness of learning. It provides an opportunity to interact with a number of different speakers in a situation approaching natural language use.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
index cards and markers	vis/kin	
large paper for signs	vis/kin	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Getting Things Done

TASK(competency): 8.0 Requesting assistance

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a videotaped or filmed vignette of 5 problems, learner will ask a bystander for assistance, including a request for assistance and a statement of what is needed for the problem with 80% accuracy.	-Cite a problem for class consideration and use. Instruct learners how to ask for assistance; then direct each learner to ask a different person if s/he could help the class solve its problem. Send learners out of classroom in search of assistance - a candid camera type exercise. Learner will record answers of persons asked and later report them to class. Possible problems: evidence of racism in school; unfair job placements, etc. -Role play asking for help in different situations. Use pictures of problem situations as stimulus for simulations. -Have students listen to tapes of persons offering assistance, requesting assistance, and demanding assistance. Have learners categorize statements.

EVALUATION
Learner is presented with 5 videotaped or filmed vignettes of problem situations: a cup of coffee spilled on a desk; a woman in a telephone booth with no pencil for a message; a person on the highway with a flat tire; a person with a bottle and no bottle opener, and a lost person with a map. After the presentation of the stimuli there is a 30 second pause. Learner is instructed to pretend s/he is in the situations and request assistance of a bystander indicating what s/he needs. Learner is scored in the presence of a native speaker or may tape his/her requests for later scoring. Scoring: 10 points, 1 point for each request for assistance and 1 point for each statement of what is needed appropriate to the situation. (Criterion: 8 points.)

LANGUAGE Vocabulary and Exponents	QUANT[illegible]IVE Numerical and Mathematical	SUGGESTIONS and COMMENT[illegible]
Can you help me (us)? Will you help me (us)? What do you think I (we) should do? Are you able to help me (us)? discrimination unfair practices grievances problems		-The more realistic the problem, the more the learners will respond and grow from the exercise. If learners want a class trip and there's no money, that's a problem. Have them find ways to solve it and practice the vocabulary and exponents at the same time.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
tape recorder for playback	aud.	
Supportive Instructional Materials		
Taking Action	vis.	67
Points of View	vis.	55

ENGLISH AS A SECOND LANGUAGE

Global Objective: Socializing

TASKS:

1.0 greet people*

2.0 meet people*

3.0 introduce people and introduce yourself*

4.0 take leave*

5.0 attract attention*

6.0 congratulate others*

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*The primary objective for this task has been expanded into classroom methodology. Sub-objectives and evaluation procedures are listed on the following pages.

SOCIALIZING: Sub-objectives

SOCIALIZANDO: Sub-objetivos

*1.0

Given a videotaped segment of a hotel desk scene in which 5 people approach desk at various times of the day, the learner, role playing desk clerk, will greet the guests appropriately. (Each segment shows the guest and a clock, but doesn't show the desk clerk.) Learner will include time of day and sex of visitor in all greetings with 100% accuracy.

Al ver un programa televizado donde se trata del mostrador de un hotel al cual 5 personas se acercan durante varias horas del día, el estudiante actuando como si fuese el recepcionista del hotel saludará a los huéspedes con grases apropriadas que mencionen la hora y sexo del huésped (en cada sección del programa se ve el huésped y el reloj, pero no se ve el recepcionista), con 100% de exactitud.

Evaluation

Learner is presented with these 5 videotaped segments of 5 hotel guests approaching desk:

(1) an elderly woman enters hotel at 9 a.m.
(2) a fellow employee approaches desk at noon
(3) a middle-aged man comes in at 6 p.m.
(4) a young woman wishes to register at 4 p.m.
(5) a little boy is looking for his mother at 10 a.m.

Each segment shows the guest and a clock, but not the desk clerk. There is a 30 second pause after each guests arrives at the desk. Learner is instructed to greet each guest. Scoring: 5 points total, 1 point for each greeting correctly stated which includes an appropriate gender reference and time of day. (Criterion: 5 points.)

1.1

Given 10 oral statements of greeting, learner will identify whether the style is formal or informal with 80% accuracy.

Al escuchar a diez expresiones orales de saludos al conocer a otro, el estudiante identificará si el estilo es formal o informal con un 80% de exactitud.

Evaluation

Learner is given these oral statements of greeting:

(1) What's up?
(2) How you doin'?
(3) Hi
(4) Good afternoon
(5) Welcome
(6) Good morning, madam
(7) Good evening, sir
(8) Nice day, ah?
(9) Hi, what's happenin'?
(10) Hi, haven't I seen you here before?

Learner will mark on an answer sheet, F for formal or I for informal, for each greeting. Scoring: 10 points total, 1 point for each correct indication of style. (Criterion: 8 points.)

*2.0

Given 5 videotaped scenes of individuals known to the student, uttering an expression of "meeting," the learner will orally respond with a phrase appropriate to the encounter with 100% accuracy.

Al ver 5 ensayos televizados donde se ven personas conocidas del estudiante pronunciando unas expresiones que suelen decirse al conocer a otro, el estudiante responderá con una frase apropriada al encuentro con un 100% de exactitud.

Evaluation

Learner is presented with these 5 video scenes of individuals using a "meeting" expression: (1) the English teacher, (2) another student, (3) another teacher, (4) the counselor, (5) the security guard. After each person's greeting there is a 30 second pause for learner's response. Learner is instructed to respond to the encounter orally; he may tape his response if no monitor is available for direct scoring. Scoring: 5 points total, 1 point for each appropriate statement. (Criterion: 5 points.)

*3.0

Given 5 encounter situations of meeting new persons, the learner will introduce him/herself and another person who role plays his/her spouse-for-the-day with 90% accuracy.

Al presentarse situaciones en las cuales el estudiante tiene la oportunidad de conocer nuevas personas, el estudiante se presentará a sí mismo y también a quién tomará el papel de su esposo con 90% de exactitud.

Evaluation

Learner is instructed to introduce him/herself and his/her spouse-for-the-day in these 5 situations:

(1) meeting a new neighbor
(2) registering at a hotel
(3) meeting a new person at a party
(4) meeting his/her child's teacher
(5) meeting a new family doctor

The instructor will role play the other parts. Scoring: 10 points total, 1 point for each appropriate introduction of spouse, 1 point for each acceptable introduction of self. (Criterion: 9 points.)

3.1

Given 5 oral statements of introduction, the learner will determine who is being introduced to whom with 80% accuracy.

Al oír cinco presentaciones orales de personas, el estudiante determinará quién se presenta a quién, con un 80% de exactitud.

Evaluation

Learner is given these oral statements of introduction:

(1) Hello, Mother, I'd like you to meet my friend, John.
(2) Mother, I'd like you to meet my teacher, Mr. Brown.
(3) Mother, this is my fiance, Ralphie. We got engaged today.
(4) Luis, this is my sister, Marie. Marie, Luis and I went to high school together.
(5) Mr. Smith, this is my Spanish teacher, Mr. Gonzales.

Learner is also given a dittoed sheet with 5 partly completed sentence forms: __________ was introduced to __________. As learner listens to each introduction, he is to complete a sentence form. Scoring: 10 points total, 1 point for each blank filled in correctly. (Criterion: 8 points.)

*4.0

Given 5 videotaped situations of 1 person taking leave of another person where only half of the dialogue is presented, learner will contribute missing dialogue and at least 1 follow-up statement to complete the dialogue with 90% accuracy.

Al presenciar cinco situaciones televizadas donde una persona se despide de otra, pero sólo se presenta la mitad del diálogo, el estudiante completará el diálogo además de agregar una declaración que sigue lógicamente con un 90% de exactitud.

Evaluation

Learner is presented with 5 videotaped scenes of leave taking (one person is remaining, one is departing): 2 new bankquet acquaintances, an employee leaving work, a grandmother about to board a plane, a classmate leaving for the weekend, and a wife leaving her husband for a month's vacation. Learner is instructed to supply the departing person's dialogue. Scoring: 10 points total; 1 point for each suitable expression of leave taking, and 1 point for each contextually appropriate follow-up statement. (Criterion: 9 points.)

4.1

Given 10 oral leave taking statements, learner will identify their style as formal or informal with 90% accuracy.

Al escuchar a 10 declaraciones orales de despedidas, el estudiante identificará su estilo como formal o informal con 90% de exactitud.

Evaluation

Learner listens to these 10 statements of leave taking:

(1) See ya'.
(2) It was a pleasure meeting you; hope to see you again.
(3) I look forward to hearing from you soon.
(4) Bye.
(5) Catch ya' later.
(6) I hope I have the opportunity of meeting you again.
(7) Pleasure!

(8) Goodnight. See ya' around.
(9) See ya' later.
(10) Goodnight. I hope to see you again next week.

Learner will mark on a numbered sheet of paper, F for formal or I for informal, as he listens to the statements. Scoring: 10 points total, 1 point for each correct identification of style. (Criterion: 9 points.)

*5.0

Given 5 videptaped scenes without sound in which one person is trying to attract the attention of another person, the learner will supply an attention attracting phrase and a request (as a reason for attracting attention) with 90% accuracy.

Al presenciar 5 escenas televizadas sin sonido en que una persona intenta llamar la atención de otro, el estudiante proporcionará una frase que logrará llamar la atención, más pedirle algo (como el motivo por el cual le llamó) con 90% de exactitud.

Evaluation

Learner is presented with 5 videotaped scenes, without sound: a person at the movies has his/her view blocked; a person sitting in library needs to borrow a pencil; a person walking on the north side of a street sees a friend on the south side; a customer in a restaurant wants the waiter's attention; a person is standing at a bank teller's window, the teller has his head down. Learner is instructed to orally attract attention and give a reason for attracting the other person's attention. Scoring: 10 points total; 1 point for each attention getting phrase and 1 point for each good reason. (Criterion: 9 point.)

5.1

Given 5 sentences in which all phrases for attention getting have been deleted, learner will fill in blanks with appropriate phrases with 80% accuracy.

Al considerar 5 oraciones de las cuales todas las frases usadas para llamar la atención le han quitado, el estudiante llenará los espacios en blanco con frases apropiados con 80% de exactitud.

Evaluation

Learner is given the following cloze sentences and is instructed to inset attention getting phrases:

(1) __________, watch where you're going!
(2) __________, could you give me directions to Kenmore?
(3) __________, my packages are falling!
(4) __________, I'd like to get through.
(5) __________, do you see the funny sign over there?

Scoring: 5 point total, 1 point for each appropriate phrase inserted.

*6.0

Given 5 videotaped scenes which depict situations in which a person would normally be congratulated, learner will write a congratulation note which names the happy occasion with 90% accuracy.

Al considerar 5 escenas televizadas que representan situaciones en que típicamente se felicita a una persona, el estudiante redactará una nota de felicitación mencionardo la ocación de la misma con 90% de exactitud.

Evaluation

Learner views these videotaped scenes and then is instructed to write a congratulation note:

(1) a couple with their newborn baby
(2) a student at graduation
(3) a child at a confirmation
(4) a couple getting married
(5) a golden wedding anniversary

Scording: 10 points total; 1 point for grammatically acceptable offer of congratulations, and 1 point for including contextual information. (Criterion: 9 points.)

6.1

Given 5 congratulatory cards commonly sold in stationery stores, and 5 blank cards, learner will underline printed phrases of congratulation in the first set and use these phrases to compose 5 congratulatory cards of his/her own with 90% accuracy.

Al considerar 5 tarjetas de felicitaciones que suelen vender en los papelerías, más cinco tarjetas en blanco, el estudiante subrayará las frases de felicitaciones que aparecen en el primer grupo para después usarlas para redactar 5 tarjetas de felicitaciones originales con un 90% de exactitud.

Evaluation

Learner is given 5 congratulatory cards and is instructed to underline the phrases which offer congratulations. S/he will then create 5 cards using the identified phrases. Scoring: 10 points total; 1 point for each card with properly identified phrases and 1 point for each acceptable original card. (Criterion: 9 points.)

GLOBAL OBJECTIVE: Socializing

TASK(competency): 1.0 Greet People

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a videotaped segment of a hotel desk scene in which 5 people approach desk at various times of the day, the learner, role playing desk clerk, will greet guests appropriately. (Each segment shows the guest and a clock, but doesn't show the desk clerk.) Learner will include time of day and sex of visitor in his greeting with 100% accuracy.	-Play tape of various greetings, including slang. Have learners write the expressions using any spelling that would reproduce the sounds they've heard, for example, I'm gonna go, I wanna coke, etc. Place learners in dyads, repeat greetings and correct each other's pronunciation. -Bring in paper plate clock and ask learners to greet each other at various times of day. -Use a telephone assimilator for phone greetings. Change times and contexts - home, office, hotel, etc.

EVALUATION

Learner is presented with these 5 videotaped segments of 5 hotel guests approaching desk: an elderly woman enters hotel at 9 a.m.; a fellow employee approaches desk at noon; a middle-aged man comes in at 6 p.m.; a young woman wishes to register at 4 p.m.; and a little boy is looking for his mother at 10 a.m. Each segment shows the guest and a clock but not the desk clerk. There is a 30 second pause after each guest arrives at the desk. Learner is instructed to greet each guest. Scoring: 5 points total, 1 point for each greeting correctly stated which includes an appropriate gender reference and time of day. (Criterion: 5 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
Hello Good morning/afternoon/evening Hi (there)! What's new? What's up? Zappening? (What's happening?) How do you do? How ya' doin'? What's goin' on? Hey,... Ma'am Sir Miss Son (sonny)	Telling time Use of a.m. and p.m.	-Many times a simple greeting, when hurriedly stated, is incomprehensible to native speakers as well as second language speakers. Practice in this area makes learners feel more at ease when meeting people.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
tape recorder	aud.	
tape recording of different people greeting each other	aud.	
toy or paper plate clock	kin.	
telephone assimilator	kin.	
Supportive Instructional Materials		
It's Time to Talk, p. 123	vis.	19

GLOBAL OBJECTIVE: Socializing

TASK(competency): 2.0 Meet people

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 5 videotaped scenes of individuals known to the student, uttering an expression of "meeting," learner will orally respond with a phrase appropriate to the encounter with 100% accuracy.	-Print aliases on index cards and have learners pin cards on their shirts. Have learners circulate in room meeting and greeting each other. -Have learners listen to a tape of people meeting each other. Instruct learners to listen for tone of voice indicating genuine interest or mere social ritual. Have learners practice both types and then discuss resulting feelings.

EVALUATION

Learner is presented with these 5 video scenes of individuals using a "meeting" expression: the English teacher, another student, another teacher, the counselor, the security guard. After each person's greeting there is a 30 second pause for learner's response. Learner is instructed to respond to the encounter orally; he may tape his response for later scoring, otherwise he will address a teacher for direct scoring. Scoring: 5 points total, 1 point for each appropriate statement. (Criterion: 5 points.)

LANGUAGE Vocabulary and Exponents	QUANT IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
How are you? I'm fine, thank you. How do you do? How are you doing? Very well, thank you. How's things? What's new? Good to see you. How've you been? How have you been?		-This lesson provides an opportunity to explore the use of pathic communication devices, i.e., those phrases or utterances that fulfill a ritualistic rather than a genuine communication function. It is important for learners to understand that these phrases are usually not literally interpreted, thus they require only a ritualistic response.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
index cards	aud.	
tape recording	aud.	
Supportive Instructional Materials		
A Conversation Book II, p. 15	vis.	11

GLOBAL OBJECTIVE: Socializing

TASK(competency): 3.0 Introduce people and introduce yourself

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 5 encounter situations of meeting new persons, learner will introduce him/herself and his/her spouse-for-the-day with 90% accuracy.	-Listen to jazz chant, "Tell Me Your Name." -Have learners introduce themselves to the group by giving their names and identifying statistics, for example, "My name is Lydia; I ride a motorcycle." -Practice verbal recall by having students saying as many names as they can remember. -Have students practice listening techniques; they are to ask each other to speak louder, slower, or more distinctly. -Place students in dyads; have them interview each other and then introduce another student to the class, including distinctive and memorable information in the introduction. -Translate translatable names, given or surnames.

EVALUATION

Learner is instructed to introduce him/herself and his/her spouse-for-the-day in 5 situations: meeting a new neighbor, registering at a hotel, meeting a new person at a party, meeting his/her child's teacher, meeting a new family doctor. The instructor will role play the other parts. Scoring: 10 points total, 1 point for each appropriate introduction of spouse, 1 point for each acceptable introduction of self. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANT IVE Numerical and Mathematical	SUGGESTIONS and COMMENT
This is... I'd like you to meet... May I introduce... My name is... (How do you spell...?) I can't hear you What did you say? Please speak slower surname (last name) first name (given name) hobby pasttime favorite work origin husband/wife son/daughter		-This activity is always good for a first session lesson since it aids in establishing early a trusting atmosphere, a learning atmosphere. Be sure to stress the cognitive and functional goal of every lesson; handing out a copy of each lesson's objective is one way of reducing student fear.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
tape recorder	aud.	
Jazz Chants, p. 45	aud.	29
Supportive Instructional Materials		
It's Time to Talk, p. 2	vis.	19

GLOBAL OBJECTIVE: Socializing.

TASK(competency): 4.0 Take Leave

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 5 videotaped situations of one person taking leave of another person, where only half of the dialogue is present, learner will contribute missing dialogue and at least one follow-up statement to complete the dialogue with 90% accuracy.	-Bring in pictures of people obviously leaving a scene. Have students create dialogues for the persons in the pictures. Have students practice the dialogues in dyads and then present them to the group as a whole. -Show videotapes of people leaving and making definite gestures of leaving. Have students contrast leave taking in Hispanic and Anglo cultures. Are there any gestures which are culture specific? -Make a list of famous examples of leave taking, for example: "Parting is such sweet sorrow," "Goodnight, Mrs. Calabash, wherever you are," and Carol Burnett tweaking her ear. Have students add to the list on the board. -Have students choose a favorite form of leave taking. Then ask them to try another for a few days. Switch every few days.

EVALUATION
Learner is presented with 5 videotaped scenes of leave taking (one person is remaining, one is departing): 2 new banquet acquaintances; an employee leaving work; a grandmother boarding a plane; a classmate leaving for the weekend, and a wife leaving her husband for a month's vacation. Learner is instructed to supply the departing person's dialogue. Scoring: 10 points total; 1 point for each suitable expression of leave taking, and 1 point for each contextually appropriate follow-up statement. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUAN[illegible]TIVE Numerical and Mathematical	SUGGESTIONS and COMMEN[illegible]
Goodbye Bye-bye See ya' tomorrow (later) Til tomorrow Farewell adios/ciao Check ya' later I am sorry but + NP Non-verbal vocabulary (receptive competence) gesture waving nodding smiling jerk of head hugging		-Most of the lessons in socializing are good for cultural contrasts. Non-Verbal Communication is a very good source of information for the teacher who is not very familiar with the Puerto Rican culture. -It is important for students to understand that many expressions of leave taking serve a ritualistic function and are not interpreted literally, i.e., "see you later," may mean next week.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
pictures of people leaving one another	vis.	
videotape without sound of people leaving	vis.	
Supportive Instructional Materials		
Non-Verbal Communication	vis.	50
Gambits 3, p. 35-39	vis.	38

GLOBAL OBJECTIVE: **Socializing**

TASK(competency): 5.0 **Attract attention**

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 5 videotaped scenes without sound in which one person is trying to attract the attention of a second person, the learner will supply an attention attracting phrase and a request (as a reason for attracting attention) with 90% accuracy.	-Set up problem situation in class as follows: tell students that you will be sitting in the center of the room and that they are supposed to attract your attention in whatever way they can without touching you. Create some incentive such as no homework if they succeed in attracting your attention away from what you are reading as you sit in the center of the room. -After the above exercise have students categorize what types of attention getting devices they utilized. Then have students list other situations for use of the same device.

EVALUATION
Learner is presented with 5 videotaped scenes, without sound: a person at the movies has his/her view blocked; a person sitting in library needs to borrow a pencil; a person walking on the north side of a street sees a friend on the south side; a customer in a restaurant wants the waiter's attention; a person is standing at a bank teller's window, the teller has his head down. Learner is instructed to orally attract attention and give a reason for attracting the other person's attention. Scoring: 10 points total; 1 point for each attention getting phrase and 1 point for each good reason. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUAN[illegible]IVE Numerical and Mathematical	SUGGESTIONS and COMMENT[illegible]
Excuse me + (question)(statement) Hey! Pardon me + (question)(statement) Listen to me Look! Help! Fire! Non-verbal vocabulary (receptive competence) screaming clapping slamming breaking crying whispering ignoring disinterested hard-of-hearing Assertative/non-assertative		-This lesson may focus on the differences between assertive and aggressive behaviors in attention getting.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Supportive Instructional Materials		
Teacher Training Pack for a Course on Cultural Awareness	vis.	51
Non-Verbal Communication	vis.	50

GLOBAL OBJECTIVE: Socializing

TASK(competency): 6.0 Congratulate Others

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 5 videotaped scenes which depict situations in which a person would normally be congratulated, learner will write a congratulatory note which names the happy occasion with 90% accuracy.	-Use the newspaper to bring in items of personal interest. Most small town or local papers have sections like this. Have students identify which news items would call for a note of congratulations and which would not. Have students role play meeting the person written about so that they can practice offering oral congratulations. Be sure that they include information with their expression to identify the situation. -Have students write their own newspaper items about classmates or friends. Then have them give the items to another member of the class who will then write a congratulatory note. -Do a cloze reading dialogue in which all expressions of congratulations are omitted. -Cut up congratulatory expressions into single words and simple phrases and have students arrange the scrambled words into appropriate expressions.

EVALUATION
Learner views these videotaped scenes and then is instructed to write a congratulatory note: (1) a couple with their newborn baby; (2) a student at graduation; (3) a child at a confirmation; (4) a couple getting married; (5) a golden wedding anniversary. Scoring: 10 points total; 1 point for grammatically acceptable offer of congratulations, and 1 point for including contextual information. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTI[illegible]VE Numerical and Mathematical	SUGGESTIONS and COMMENT[illegible]
Congratulations! It is quite an honor + (verb, infinitive) You must be proud + (of + NP) Neat! I am happy for you You deserve it congratulatory note pride worthy		-Explore the possibility of differences in the cultural aspects of expressing congratulations. There are times when there would be a case for congratulations in one culture but not in another. For example, an unwed mother-to-be would always be congratulated by Hispanics for having the baby; Anglos, on the other hand, would be more reserved and would focus on other aspects of the event.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
newspaper	vis.	
cloze reading selection	vis.	
index cards for cut up expressions	vis/kin	
Supportive Instructional Materials		

CHAPTER IX

SPANISH

Spanish is designed with three primary goals in mind (1) to provide the students with an essential awareness of and affinity for the first culture as well as shared characteristics of global Latin American and Anglo cultures (2) to provide stimuli for the acknowledgement of a positive self image and (3) to provide the basic language skills necessary to accomplish objectives in the clerical skills areas. While other language courses in this program are primarily form and function oriented, with affective training procedures suggested, Spanish incorporates a balance of language and the affective objectives. Grammar and vocabulary are employed as secondary elements.

The course is divided into eight global objectives, each of which is sub-divided into primary tasks. Primary objectives are accompanied by suggested instructional and evaluation materials and sub-objectives for each primary task.

Students of Spanish as a first language may at times be able to satisfy the criterion for the primary objectives without training related to sub-objectives. It is important that within this competency-based design the student be able to meet the established criterion for each primary objective identified.

In accordance with the other criterion-referenced courses of this system, the student is scored according to demonstrated competencies, rather than according to traditional peer competition. Consequently, liberal opportunities should be provided so that the student may demonstrate the proficiency, with alternative evaluation procedures of equivalent difficulty.

The paucity of commercial materials that relate to a particular local Latin American population is compensated for by the use of teacher-prepared lists, themes, and paragraphs that are appropriate to the local student population. Teachers seeking background printed reference materials might begin with the Area Handbooks which are prepared by the Foreign Area Studies Department of the American University. Each volume in this series is available from the U.S. Government Printing Office. Of interest to the Puerto Rican

population may be Báez, Vicente (ed.). 1976. La Gran Enciclopedia de Puerto Rico. San Juan, Puerto Rico en la Mano y La Gran Enciclopedia de Puerto Rico, Inc. The teacher of Cuban students might consult Báez, Vicente (ed.). 1975. La Enciclopédia de Cuba. San Juan, Enciclopedia y Clásico Cubanos, Inc.

LOS OBJETIVOS PRINCIPALES DEL CURSO SON LOS SIGUIENTES:
The global objectives covered in the course are:

I. Definir e Impartir Imformación Empírica
Seek and Impart Factual Information

- A. identificar unas diferencias culturales de le familia urbana o rural
  identify cultural contrast in urban and rural families
- B. identificar unas actividades características de los recrees y feriados latinoamericanos
  identify Latin American recreational and holiday activities
- C. identificar unas diferencias culturals en cuanto a la educación formal
  identify cultural contrast in educational practices
- D. identificar unos platos típicos de los pueblos latinoamericanos
  identify foods from Spanish speaking areas
- E. Dar consejos sobre el vivir en una cultura distinta a la de su crianza
  give advice on survival in a different culture
- F. pedir información para clarificacion
  request additional information for clarification
- G. corregir información
  correct information

II. Expresar y Definir Actitudes Intelectuales
Express and Find Out Intellectual Attitudes

- A. identificar esteriotipos masculinos y femeninos
  identify masculine and feminine stereotypes
- B. expresar actitudes personales
  express personal attitudes

III. Expresar y Definir Actitudes Emocionales
Express and Find Out Emotional Attitudes

- A. identificar necesidades y deseos
  identify wants and wishes
- B. identificar el auto-imagen
  identify image of self
- C. identificar valores personales
  identify personal values
- D. identificar gustos, desgustos, y preferencias
  identify likes, dislikes, and preferences
- E. identificar sentimientos de extrañamiento
  identify feelings of alienation

F. identificar sentimientos de miedo y ansiedad
identify feelings of fear and apprehension

IV. Expresar y Definir Actitudes Morales y Modos de Comportamiento Socialmente Aceptados
Express and Find Out Moral Attitudes and Socially Acceptable Behavior

A. identificar creencias sobre lo correcto y lo incorrecto
identify beliefs about right and wrong
B. identificar modos de comportamiento socialmente aceptados
identify socially acceptable behavior

V. Lograr lo que se Proponga
Get Things Done

A. aconsejar a otras lo que deben hacer
advise others to do something
B. mandar o dirigir a otros hacer algo
instruct or direct others to do something

VI. Alfabetizar
Alphabetize

A. alistar documentos para archivarse alfabeticamente
arrange items in alphabetical order for filing
B. valerse de materiales alfabeticamente presentados, ej. el diccionario, la guía telefónica, etc.
use reference materials arranged alphabetically, e.g., dictionary, telephone directory, etc.

VII. Valerse de los Medios de Telecomunicacíon
Use Telecommunications

A. enviar y apuntar mensajes
send and record messages
B. identificar el uso apropiado del teléfono
identify proper telephone etiquette

VIII. Redactar Correspondencia Comercial
Write Business Correspondence

A. dividir palabras por sílabas
divide words into syllables
B. deletrear correctamente
spell correctly
C. usar correctamente la puntuación y las mayúsculas
use punctuation and capitalization correctly
D. use correctamente el acento
use accents correctly

E. usar correctamente la abreviatura
   use abbreviations correctly
F. traducir la correspondencia
   translate correspondence

ESPAÑOL

Objetivo Prinicpal: Definir e Impartir Información Empírica
Global Objective: Seek and Impart Factual Information

TAREAS:
TASKS:

1.0 identificar unas diferencias culturales de la familia urbana o rural*
identify cultural contrasts in urban and rural families

2.0 identificar unas actividades características de los recreos y feriados latinoamericanos*
identify Latin American recreational and holiday activities

3.0 identificar unas diferencias culturales en cuanto a la educación formal*
identify cultural contrasts in educational practices

4.0 identificar unos platos típicos de los pueblos latinoamericanos*
identify foods from Spanish speaking areas

5.0 dar consejos sobre el vivir en una cultura distinta a la de su crianza*
give advice on survival in a different culture

6.0 pedir información para clarificación*
request additional information or clarification

7.0 corregir información*
correct information

Sólo para los objetivos primarios correspondientes a cada tarea indicada con el asterisco (*) se han desarrollado planes de lecciones, mientras que se ha limitado a enumerar los sub-objetivos juntos con los procedimientos de evaluación en las páginas que siguen.

The primary objective for each of the above tasks has been expanded into a classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

DEFINIR E IMPARTIR INFORMACIÓN EMPIRICA: Sub-objetivos

SEEK AND IMPORT FACTUAL INFORMATION: Sub-objectives

*1.0

Al tener a mano 10 párrafos breves, cada uno de aproximadamente 100 palabras, que describen varias familias--5 donde se destacan características de la familia rural y 5 donde se destacan características de la familia urbana--tratándose de la estructura y tamaño de ellas, responsibiliadad por la disciplina y el cuido de los hijos, las actividades que llevan a cabo los hijos y los padres, los estudiantes, trabajando en pares formados al azar, cooperarán para identificar cúales párrafos representan características de la familia rural y cúales de la urbana, dentro de 30 minutes con 80% de exactitud.

Given 10 brief paragraphs, each of approximately 100 words, describing various families--5 paragraphs emphasizing rural-agricultural families, 5 paragraphs emphasizing urban families--in terms of family structure, child care responsibility and discipline, and children's and parents' activities, learners, randomly paired, working cooperatively, will identify each paragraph which emphasizes rural and urban family characteristics in 30 minutes with 80% accuracy.

Evaluación

Preséntanse a los estudiantes 10 párrafos, uno para cada familia, que incluyen a unas familias diferentes rurales o urbanos de un lugar en donde se habla español. Los estudiantes, trabajando en pares, identificarán cada párrafo que da énfasis a las caracertísticas de una familia urbana o rural. Conteo: 10 puntos en total; un punto por cada párrafo correctamente identificado. (Criteria: 8 puntos.)

Evaluation

Learners are presented with 10 printed descriptions, one for each family, which include different urban and rural families from Spanish speaking areas. Paired learners are instructed to identify each paragraph as representative or urban and rural families. Scoring: 10 points total; 1 point for each paragraph correctly identified. (Criterion: 8 points.)

1.1

Al tener a mano 4 párrafos de 3 o 4 oraciones cada uno, donde se describen las actividades diarias de un niño en cuanto a su crianza, el estudiante identificará los dos párrafos que corresponden a un ambiente rural en un lugar donde se habla español y los dos que corresponden a un ambiente urbano en un lugar donde se habla español dentro de 10 minutos con 80% de exactitud.

Given 4 3-4 sentence paragraphs which describe a child's daily activities in terms of child care, learner will label 2 paragraphs which correspond to a rural environment in a Spanish speaking area and 2 paragraphs which correspond to a urban environment in a Spanish speaking area with 80% accuracy.

Evaluación

Preséntanse al estudiante cuatro párrafos que tratan de los siguientes temas: (1) el niño juega a la pelota con sus amigos en la calle; (2) el niño va al cine con otros niños pero sin los padres; (3) la madre/el padre puede llevar a los niños al empleo; (4) los padres conocen personalmente a las familias de los amigos del niño. Todas estas descripciones aparecen en una hoja donde hay dos columnas ecabezadas Ambiente Rural y Ambiente Urbano. El estudiante indicará cúal es rural y cúal es urbana. Conteo: 4 puntos en total; uno por cada párrafo correctamente identificado. (Criteria: 3 puntos.)

Evaluation

Learner is presented with 4 paragraphs containing the following themes: (1) Child plays ball with friends in the street, (2) Child goes to movies with other children without parents (3) parent may take children to work with them (4) parents know family of children's friends personally. These paragraphs are printed on a sheet which also has 2 columns labelled "Ambiente Rural" and "Ambiente Urbano". Learners will mark appropriate term for each paragraph. Scoring: 4 points total; 1 point for each activity correctly labeled. (Criterion: 3 points.)

1.2

Al tener a mano seis párrafos de 3 o 4 oraciones cada uno, donde se describen las actividades diarias del niño, el estudiante identificará los tres párrafos que se refiere más a la cultura urbana, y los tres que se refiere más a la cultura rural, dentro de 10 minutes con 88% de exactitud.

1.1

Al tener a mano 4 párrafos de 3 o 4 oraciones cada uno, donde se describen las actividades diarias de un niño en cuanto a su crianza, el estudiante identificará los dos párrafos que corresponden a un ambiente rural en un lugar donde se habla español y los dos que corresponden a un ambiente urbano en un lugar donde se habla español dentro de 10 minutos con 80% de exactitud.

Given 4 3-4 sentence paragraphs which describe a child's daily activities in terms of child care, learner will label 2 paragraphs which correspond to a rural environment in a Spanish speaking area and 2 paragraphs which correspond to a urban environment in a Spanish speaking area with 80% accuracy.

Evaluación

Preséntanse al estudiante cuatro párrafos que tratan de los siguientes temas: (1) el niño juega a la pelota con sus amigos en la calle; (2) el niño va al cine con otros niños pero sin los padres; (3) la madre/el padre puede llevar a los niños al empleo; (4) los padres conocen personalmente a las familias de los amigos del niño. Todas estas descripciones aparecen en una hoja donde hay dos columnas ecabezadas Ambiente Rural y Ambiente Urbano. El estudiante indicará cúal es rural y cúal es urbana. Conteo: 4 puntos en total; uno por cada párrafo correctamente identificado. (Criteria: 3 puntos.)

Evaluation

Learner is presented with 4 paragraphs containing the following themes: (1) Child plays ball with friends in the street, (2) Child goes to movies with other children without parents (3) parent may take children to work with them (4) parents know family of children's friends personally. These paragraphs are printed on a sheet which also has 2 columns labelled "Ambiente Rural" and "Ambiente Urbano". Learners will mark appropriate term for each paragraph. Scoring: 4 points total; 1 point for each activity correctly labeled. (Criterion: 3 points.)

1.2

Al tener a mano seis párrafos de 3 o 4 oraciones cada uno, donde se describen las actividades diarias del niño, el estudiante identificará los tres párrafos que se refiere más a la cultura urbana, y los tres que se refiere más a la cultura rural, dentro de 10 minutes con 88% de exactitud.

Given 6, 3-4 sentence paragraphs describing a child's daily activities, learner will identify 3 paragraphs which correspond more closely an urban culture and 3 paragraphs which correspond more closely to a rural culture in 10 minutes with 88% accuracy.

Evaluación

Preséntanse al estudiante seis párrafos que tratan de los siguientes temas: (1) irse de pesca/bañarse (2) cazar pichones para comer (3) subir montañas (4) ir al cine (5) pasearse por las calles del pueblo y ver las tiendas (6)reirse de los turistas. El estudiante indicará las actividades que son rurales y las que son urbanas. Conteo: 6 puntos en total; 1 por cada actividad correctamente identificada. (Criteria: 5 puntos.)

Evaluation

Learner is presented with 6 paragraphs with the following themes: (1) irse de pesca/bañarse (2) cazar pichones para comer (3) subir montañas (4) ir al cine (5) pasearse por las calles del pueblo y ver las tiendes (6) reirse de los turistas. Learner is instructed to label each activity as either urban or rural. Scoring: 1 point for each activity correctly labelled. (Criterion: 5 points.)

1.3

Al tener a mano cuatro párrafos de 3 o 4 oraciones cada uno, dos que describen a una familia nuclear y los otros dos a una familia extendida, el estudiante identificará cada párrafo como nuclear 0 extendida dentro de 8 minutos con 100% de exactitud.

Given 4, 3-4 sentence paragraphs, 2 paragraphs describing a nuclear family and 2 describing an extended family, learner will label paragraphs as either "nuclear" or "extendida" in 8 minutes with 100% accuracy.

Evaluación

Preséntanse al estudienate una hoja donde aparecen impresos cuatro párrafos que contienen la siguiente información; madre, padre, dos hijos; madre dos hijos; madre, padre, abuelos, tía, niños; madre, padre, sobrinos, hijos. El estudiante tiene que identificar cada párrafo como nuclear o extendida. Conteo: 4 puntos en total; 1 punto por cada párrafo correctamente identificado. (Criteria: 4 puntos.)

Evaluation

Learner is presented with a printed sheet of 4 paragraphs with the following information: mother, father, 2 children; mother, 2 children; mother, father, grandparents, aunt children; mother, father, nephew/niece, children. Learner is instructed to label each paragraph as nuclear or extendida. Scoring: 1 point for each correctly labelled paragraph. (Criterion: 4 points:).

1.4

Al tener a mano cuatro párrafos de 3 a 4 oraciones cada uno dos que describen a una familia patriarcal, y los otros dos a una familia matriarcal, el estudiante identificará cada párrafo como Patriarcal o Matriarcal dentro de 8 minutos con 100% de exactitud.

Given 4, 3-4 sentence paragraphs, 2 paragraphs describing a patriarchal family and 2 describing a matriarchal family, learner will label the paragraphs as either "Patriarcal" or as "Matriarcal" in 8 minutes with 100% accuracy.

Evaluación

Preséntanse al estudiante 4 párrafos, cada uno describiendo a una familia con los siguientes individuos: Madre divorciada, hijos; padre, madre, tía, abuela, hijos; padre divorciado, hijos; padre, madre, abuelo, hijos. El estudiante tiene que identificar cada párrafo como Patriarcal or Matriarcal. Conteo: 4 puntos en total; un punto por cada párrafo correctamente identificado. (Criteria: 4 puntos.)

Evaluation

Learner is presented with 4 paragraphs, each describing a family with the following list of members: divorced mother, children; father, mother, aunt, grandmother, children; divorced father, children; father, mother, grandfather, children. Learner is instructed to label each paragraph as "Patriarcal" or "Matriarcal." Scoring: 4 points total; 1 point for each correctly labelled paragraph. (Criterion: 4 points.)

1.5

Al tener a mano cuatro párrafos de 3 a 4 oraciones cada uno, 2 que describen a vida de una familia urbana y los otros dos que describen la vida de una familia rural,

el estudiante los identificará como "Urbana" o "Rural" dentro de 8 minutos con 75% de exactitud.

Given 4, 3-4 sentence paragraphs, 2 paragraphs describing urban family life and 2 describing rural family life, learner will label the paragraphs "Urbana" or "Rural" in 8 minutes with 75% accuracy.

Evaluación

Preséntase al estudiante una hoja impresa con 4 parrafos cada uno tratando se de uno de los siguientes temas: (1) la familia entera en casa entre las 12:00 y 3:00 para compartir el alumerzo un día de trabajo (2) la familia nuclear (madre, padre e hijos) se reunen con otras personas de la familia extendida semanalmente para participar en actividades de recreo (3) la mamá les deja a los niños en un centro de cuido de niños mientras que va al empleo (4) los padres se encuentran solos para la cena debido a los compromisos que tienen sus hijos fuera de la casa. El estudiante tiene que identificar cada párrafo como urbana o rural dentro de 8 minutos con 75% de exactitud. Conteo: 4 puntos en total; un punto por cada párrafo correctamente identificado. (Criteria: 3 puntos.)

Evaluation

Printed sheet with 4 paragraphs, each of a single theme: (1) entire family home on a weekday for a large meal between 12:00 to 3:00 p.m. (2) nuclear family, as well as several members of the extended family, get together on a regular weekly basis for recreational activities (3) mother drops children off at day-care center on her way to work, (4) mother and father, only, are home for evening meal due to children's outside commitments. Learner is instructed to label each paragraph as either "rural" or "urbana". Scoring: 4 points total; 1 point for each paragraph correctly identified. (Criterion: 3 points.)

1.6

Al tener a mano un mapa mundial, el estudiante señalará diez paises donde el idioma nacional sea español español dentro de cinco minutos con 90% de exactitud.

Given a world map, learner will mark an X on at least 10 countries where Spanish is the national language in 5 minutes with 90% accuracy.

Evaluación

Preséntase al estudiante un mapa mundial. El estudiante tiene que señalar 10 paises donde el idoma nacional sea español.

Evaluation

Learner is presented with a dittoed, world map and is instructed to mark 10 countries where Spanish is the national language.

*2.0

Al llevase a cabo una entrevista entre dos estudiantes latinos no del mismo país, cuando éso sea possible, en que cada participante lleva una lista de temas generales tales como deportes, pasatiempos, danzas, días feriados, y música, se desarrallarán una lista de 10 ejemplos, dos de cada categoría, comunes a los dos comunidades con 90% de la lista terminada dentro de 15 minutos.

Given an interview between 2 Spanish-speaking learners, preferably not from the same home communities where each learner has a list of general topics: deportes, pasatimepos, danzas, días feriados y música, learner will develop a list of 10 specific items, 2 in each category, which are popular in both home communities with 90% of list completed in 15 minutes.

Evaluación

Formánse pares de estudiantes preferiblemente de dos países distintos. Se les dan una lista de 5 temas--deportes, pasatiempos, danzas, días feriados, y música, con las instrucciones de desarrollar una lista de 10 ejemplos, dos de cada categoría, que sean comunes a los de paises. Conteo: 10 puntos en total por cada estudiante; un punto por cada ejemplo común a las lista de cada estudiante. (Criteria: 9 puntos.)

Evaluation

Learners are paired, preferably from different home communities. Learners are given a list of 5 topics: deportes, pasatiempos, danzas, días feriados, y música. Learners are instructed to develop a list of 10 specific items, 2 in each category, which are common to both home communities. Scoring: 10 points for each learner; 1 point for each item common to both learners' lists. (Criterion: 9 points.)

2.1

Al tener a mano unos dibujos representando 10 deportes distintos, el estudiante clasificará cuales cinco son populares en los paises latinos y cuales cinco son populares en el continente de los Estados Unidos dentro de 10 minutos con 90% de exactitud.

Given pictures of 10 different sports being played, the learner will list 5 sports popular in any Spanish-speaking country and 5 sports popular in the mainland United States in 10 minutes with 90% accuracy.

Evaluación

Preséntanse a los estudiantes dibujos que representan los siguientes deportes: béisbol, fútbol americano, hockey, tenis, el baloncesto, fútbol, corrida de toros, jai-alai, volibol, y pelea de gallo, más una hoja de papel con dos columnas ecabezadas "Latino" y "el continente de los EE. UU.", los estudiantes los clasificarán. Conteo: 10 puntos en total; un punto por cada deporte correctamente clasificado. (Criteria: 9 puntos.)

Evaluation

Learners are presented with pictures of the following sports: baseball, football (American), hockey, tennis, basketball, soccer, bullfighting, jai-alai, volleyball, and cockfighting, and a two-column sheet labelled "Latino" and "el continente de los EE.UU.", learners will classify the sports. Scoring: 10 points total; 1 point for each sport labelled. (Criterion: 9 points.)

2.2

Al tener a mano una lista de los nombres de 10 bailes populares y unos marbetes inscritos "Latino" y "No Latino", más tener la oportunidad de escuchar ejemplos de la música que suele acompañar a cada baile, el estudiante identificará con el marbete apropiado los bailes latinos y no latinos dentro de 10 minutos con 90% de exactitud.

Given 10 categorical names of dances, a representative excerpt of music for each, and the labels, "Latino" and "No Latino", learner will identify and label Latin American dances and Non Latin American dances in 10 minutes with 90% accuracy.

Evaluación

Preséntanse al estudiante los nombres de los 10 bailes siguientes: la cha-cha-cha, el vals, el tango, la rumba, la salsa, el ballét, y la húsel (hustle); más la oportunidad de escuchar a ejemplos de la música de los mismos, más tener unos marbetes inscritos Latino y No Latino. El estudiante tiene que identificar cada ejemplo con el marbete apropiado. Conteo: 10 puntos en total; un punto por cada ejemplo musícal correctamente identicado. (Criteria: 9 puntos.)

Evaluation

Learner is presented with names of these 10 dances: cha-cha, waltz, tango, rumba, salsa, merengue, square dance, polka, ballet, and hustle; and the musical excerpts; and labels "Latino" and "No Latino". Learner is instructed to label each excerpt. Scoring: 10 points total; 1 point for each correct label of an excerpt. (Criterion: 9 points.)

2.3

Al tener a mano una lista de 10 días feriados, el estudiante identificará los cinco que solamente se celebran nacionalmente en los Estados Unidos y los cinco que no se celebran nacionalmente en los Estados Unidos, dentro de 10 minutos con 80% de exactitud.

Given a list of 10 holidays, learner will label 5 which are nationally celebrated in the United States and 5 which are not celebrated nationally in the United States in 10 minutes with 80% accuracy.

Evaluación

Preséntase al estudiante una hoja impresa con dos columnas encabezadas "solamente en los EE. UU." y "No en los EE. UU.", más una lista de los siguientes feriados: "Día de Las Cenizas," "Día de Todos Los Santos," "Día de Los Tres Reyes," "Día de La Concepción Inmaculada," "El Cuatro de Julio," "Día de Veteranos," "Año Nuevo," Cumpleaños de George Washington," Día de Acción de Gracias," y "Día Memorial." El estudiante tiene que clasificar los feriados. Conteo: 10 puntos en total; un punto por cada feriado correctamente clasificado. (Criteria: 8 puntos.)

Evaluation

Learner is presented with sheet printed with two columns, "Solamente en los EE. UU." and "No en los EE. UU.", and the following list of holidays: Ash Wednesday, All Saints Day, Three Kings Day, Veteran's Day, Immaculate Conception Day, Washington's Day, and Memorial Day. Learner is instructed to classify the holidays. Scoring: 10 points total; 1 point for each correctly classified holiday. (Criterion: 8 points.)

*3.0

Al celebrarse una entrevista de diez minutos con un latinoamericano que ha recibido parte de su educación formal dentro de continente de los EE. UU. y parte fuera de ese país, del estudiante hará preguntas para poder desarrollar una lista de cinco características similares y otra de cinco distintas en cuanto a la educación en los dos paises tratados, completando por le menos 90% de la lista.

Given a 10 minute interview with a Spanish speaker who obtained part of his/her education within the U.S.A. and a part outside of this country, learner will ask questions and develop a list of 5 similarities and 5 differences in educational practices between the mainland U.S.A. and a Spanish-speaking country with at least 90% of list completed.

Evaluación

Mándase al estudiante entrevistar a otro latinoamericano que reune las calificaciones menciondas en el objectivo 3.0; a grabar la entrevista y a redactar una lista de cinco semejanzas y cinco distinciones entre la educación norteamericana y la educación latinoamericana. El maestro comparará la entrevista grabada con la lista redactada. Conteo: 20 puntos en total; un punto por cada pregunta apropiada, y un punto por cada una de las cinco semejanzas y cinco distinciones escritas. (Criteria: 18 puntos.)

Evaluation

Learner is instructed to interview another Spanish-speaker with the qualifications listed in 3.0; to tape record the interview; and to prepare a written, summary list which includes 5 similarities and 5 differences in educational practices between the mainland U.S.A. and a

Spanish-speaking country. Instructor monitors the oral interview and matches it with the learner's written summary. Scoring: 20 points total; 1 point for each appropriate question, and 1 point for each of the 5 written similarities and differences. (Criterion: 18 points.)

3.1

Al poder escojer entre dos temas "La Educación en los Estados Unidos es Mejor que en mi País" o "La Educación es Mejor en mi País que en los Estados Unidos", el estudiante redactará un párrafo breve de unas 50 palabras sobre el tema escogido, dando dos razones por las cuales cree correcta la tésis; dentro de 15 minutos con una exactitud de 100%.

Given a choice of two topics: "La Educación en los Estados Unidos es Mejor que en mi País", or "La Educación en mi País es mejor que en los Estados Unidos", learner will write a short paragraph of approximately 50 words which includes 2 supported reasons for the selected thesis in 15 minutes with 100% accuracy.

Evaluación

Preséntanse al estudiante los dos temas citados en el objectivo 3.1 dirigiéndole a escoger uno para redactar en un párrafo breve que ofrece por lo menos dos razones apoyando su tésis. Conteo: 2 puntos en total; un punto por cada razón dada. (Criteria: 2 puntos.)

Evaluation

Learner is presented with 2 topics cited in 3.1 and chooses 1 to write about. Learner is instructed to write a short paragraph and state at least 2 supported reasons for his/her selected thesis. Scoring: 2 points total; 1 point for each supported reason. (Criterion: 2 points.)

3.2

Al tener a mano una lista de 10 características de sistemas educacionales, el estudiante redactará una declaración basada en hechos sobre cada característica a que se puede aplicar al sistema educacional de un país dado, o a cualquier país latinoamericano; con 80% de exactitud.

Given a list of 10 general educational systems characteristics, learner will write one factual statement about each characteristic which is valid for education in an/any Latin American country with 80% accuracy.

Evaluación

Preséntase al estudiante una lista de 10 características de sistemas educacionales, mandándole a redactar una declaración basada en hechos sobre cada características que se puede aplicar al sistema educacional de un país o a cualquier país latinoamericano. El estudiante puede limitarse a su propio país, o valerse de características generales Conteo: 10 puntos en total; un punto por cada declaración basada en hechos sobre la educación en un país latinoamericano. (Criteria: 8 puntos.)

Evaluation

Learner is presented with a list of 10 general educational systems characteristics. Learner is instructed to write one factual statement about each characteristic which applies to the education system in an/any Spanish-speaking country. Learner may relate to his/her own country or another Spanish-speaking country. Scoring: 10 points total; 1 point for each factual statement about education in an Hispanic country. (Criterion: 8 points.)

*4.0

Al entrevistar a otro alumno que ha vivido en un país latino distinto a lo de él, el estudiante hará preguntas apropriadas para desarrollar una lista de cinco platos de comidas comunes y cinco distintas a los dos paises; con 90% de exactitud en la lista.

Given an interview with another Spanish speaker who has lived in a Spanish-speaking country other than the interviewer's, learner will ask appropriate questions to develop a list of 5 foods common to both countries and 5 foods which are not common to both countries with 90% accuracy in the completed list.

Evaluación

Mándase al estudiante a entrevistar a otro latino que reune las características citadas en el objetivo 4.0; grabar la entrevista; y preparar un resumen escrito donde aparece una lista de 5 platos de comidas comunes y 5 no comunes a los dos paises. El instructor escucha a la

grabación para ver si se concuerde con la lista entregada. Conteo: 10 puntos en total; un punto por cada entrada en la lista. (Criteria: 9 puntos.)

Evaluation

Learner is instructed to interview another Spanish speaker with the qualifications cited in 4.0; to tape record the interview; and to prepare a written summary list which includes 5 foods common to both countries and 5 foods not common to both countries. Instructor listens to the learner's interview and matches it with the learner's written list. Scoring: 10 points total; 1 point for each of the 5 written similarities and 1 point for each of the 5 written differences. (Criterion: 9 points.)

4.1

Al tener a mano 10 dibujos de comidas identificadas en español (5 comidas más representativas de la cultura latinoamericana y 5 más representativas de la cultura no americana), el estudiante clasificara las comidas según la cultura dentro de 10 minutos con 80% de exactitud.

Given 10 pictures of food with the names in Spanish--5 foods more representative of different Spanish-speaking countries and 5 foods more representative of the U.S.A., learner will classify the foods according to culture in 10 minutes with 80% accuracy.

Evaluación

Preséntanse al estudiante dibujos y marbetes con los nombres de las 10 comidas siguientes: arroz con pollo (L), arroz con frijoles (L), enchiladas (L), tostones (L), tortillas (L), pollo frito (N), hot dog (N), molde de hamburguesas (N), hamburguesas (N), pie de manzana (N). El estudiante tiene que identificar cada comida según la cultura. Conteo: 10 puntos en total; un punto por cada comida correctamente identificada según la cultura. (Criteria: 8 puntos.)

Evaluation

Learner is presented with pictures and labels of the following 10 foods: arroz con pollo (L), arroz con gandules/frijoles (L), enchiladas (L), tostones (L), tortillas (L), pollo frito (N), hot dog (N), molde de hamburguesa (N), hamburguesas (N), pie de manzana (N). Learner is instructed to indentify each food according to culture. Scoring: 10 points total, 1 point for correctly identifying each food according to culture. (Criterion: 8 points.)

4.2

Al tener a mano 15 marbetes para varias marcas de cervezas, el estudiante identificará cúales son populares en la americalatina y cúales en los EE. UU. dentro de 8 minutos con todas las marcas clasificadas.

Given 15 labels for various brands of beer, learner will identify those which are popular in a Spanish-speaking country and those which are popular in the U.S.A. in 8 minutes with all brands classified.

Evaluación

Preséntanse al estudiante los marbetes de las siguientes marcas de cervezas: Polar, India, Corona, Pecate, XX, Imperial, Primo, Pilsner, Doral, Budweiser, Miller, Coors, Heineken, Busch y Black Label. El estudiante tiene que identificar cada marca según el pais donde se goze de popularidad. Conteo: 15 puntos en total; un punto por cada cerveza correctamente identificada según la cultura. (Criteria: 12 puntos.)

Evaluation

Learner is presented with labels of 15 brands of beer: Polar, India, Corona, Pecate, XX, Imperial, Primo, Pilsner, Doral, Budweiser, Miller, Coors, Heineken, Busch, Black Label. Learner is instructed to identify each brand as Latin American or U.S.A. and to indicate country of popularity. Scoring: 15 points total; 1 point for each correct beer label identification according to country. (Criterion: 12 points.)

*5.0

Al tener a mano una carta dirigida a un patrón de parte un señor de 35 años recién contratado, en la cual se presentan 10 preguntas sobre diferencias culturales, y tomando en cuenta que el señor tiene familia y provience del mismo pueblo que el estudiante, se contestarán todas las preguntas con 90% de exactitud.

Given a letter to an employer which includes 10 questions concerning cultural differences from a recently hired 35 year old male employee with a family who is from the learners home country/community, the learner will write answers to all the questions with 90% accuracy.

Evaluación

Presέntanse al estudiante una carta que contiene preguntas sobre los siguientes temas: (1)¿Toda la comida que se vende en el supermercado está lista para servir? (2) ¿Cúan difícil es el invierno? (3) ¿Podría presenciar funciones de la música latina? (4) ¿A todas los americanos les falta la cortesía? (5) ¿Los niños americanos se burlarán de mis hijos proque no hablan el inglés muy bien? (6) ¿Cómo podrán mis hijos continuar su educación? (7) ¿Hay cuido médico gratis? (8) ¿Qué es la renta promedia por un apartamento de tres dormitorios? (9) ¿Cúales son algunos lugares turísticos cercanos que podríamos visitar? (10) ¿Dónde se encuentran algunos de los almacenes más importantes? El estudiante tiene que contestar cada una de las preguntas proporcionándole al señor información basada en hechos que le ayudará alistarse para mudarse al nuevo trabajo. Conteo: 10 puntos en total; un punto por cada contestación apropiada. (Criteria: 9 puntos.)

Evaluation

Learner is presented with a letter containing questions about conditions as follows: (1) ¿Toda la comida que se vende en el supermercado está lista para servir? (2) ¿Cúan difícil es el invierno? (3) ¿Podría presenciar funciones de la música latina? (4) ¿A todos los americanos les falta la cortesía? (5) ¿Los niños Americanos se burlarán de mis hijos porque no hablan el inglés muy bien? (6) ¿Cómo podrán mis hijos continuar su educación? (7) ¿Hay cuido médico gratis? (8) ¿Qué es la renta promedia por un apartamento de 3 dormitorios? (9) ¿Cúales son algunos lugares turísticos cercanos que podemos visitar? (10) ¿Dónde se encuentran algunos de los almacenes más importantes? Learner is instructed to answer each of the man's questions with factual information to help him get ready for moving to his new job. Scoring: 10 points total; 1 point for each appropriate response to the questions. (Criterion: 9 points.)

5.1

Al considerar el tema, "Consejos Sobre Cómo Sobrevivir en los Estados Unidos", el estudiante redactará una composición de unas 100 palabras dirigida a un amigo en su pais proporcionádole cinco consejos juntos con las razones por los mismos dentro de 30 minutos con 100% de exactitud.

Given the topic, "Avisos Sobre Cómo Sobrevivir en los Estados Unidos," learner will write a composition, about 100 words, to a friend in his/her home country and give the friend 5 items of advice and accompanying reasons in 30 minutes with 100% accuracy.

Evaluación

Preséntanse al estudiante las siguientes instrucciones para redactar una composición: El título, Número de palabras, Lista de 5 puntos con razones, Límite de tiempo. El estudiante redactará el párrafo según las instrucciones citadas en el objetivo 5.1. Conteo: 5 puntos en total; un punto por cada consejo con una razón apropiada. (Criteria: 5 puntos.)

Evaluation

Learner is presented with these directions for writing a paragraph: title, number of words, list of 5 items with reasons, time limit. Learner is instructed to write a paragraph as cited in 5.1. Scoring: 5 points total; 1 point for each item of advice with accompanying reason. (Criterion: 5 points.)

5.2

Al considerar el tema, "Consejos Sobre Cómo Sobrevivir en Mi Patriá," el estudiante redactará una composición de unas 100 palabras donde aparacen 5 consejos juntos con las razones por los mismos dentro de 30 minutos con 100% de exactitud.

Given the topic, "Avisos Sobre Cómo Sobrevivir en Mi Patria," learner will write a 100 word composition which includes 5 items of advice and corresponding reasons in 30 minutes with 100% accuracy.

Evaluación

Preséntanse al estudiante las siguientes instrucciones para redactar un párrafo según el objetivo 5.2: El título, Número de palabras, Lista de 5 puntos con razones, Límite de tiempo. Conteo: 5 puntos en total; un punto por cada consejo con una razón apropiada. (Criteria: 5 puntos.)

Evaluation

Learner is presented with directions for writing a paragraph, see 5.2, as follows: title, number of words, list of items with reasons, and time limit. Scoring: 5 points total; 1 point for each item accompanied by a reason. (Criterion: 5 points.)

5.3

Al tener a mano 10 problemas sociales, más los nombres de 5 agencias de servicio social para el latino, el estudiante relacionará cada problema con la agencia apropiada dentro de 10 minutos con 100% de exactitud.

Given 10 common situational problems and 5 local Hispanic social service agencies, learner will match the problem with the appropriate support service in 10 minutes with 100% accuracy.

Evaluación

Preséntase al estudiante una hoja impresa con 10 problemas enumerados en una columna y 5 agencias de servicio social en otra columna (cada una precedida con la letra a, b, c, d, e). Los problemas son los siguientes: (1) El dueño del apartamento rehusa reparar las ventanas rotas, (2) una mujer busca un aborto, (3) una mujer busca información sobre el control de la natalidad, (4) una persona busca diagnóstica y tratamiento de enfermedades venerias, (5) una persona necesita techo provisorio, (6) una persona quiere estudiar para presentar los exámenes de equivalencia de colegio, (7) una persona se encuentra con dificultades familiares, (8) una persona no puede encontrar trabajo, (9) una persona necesita información direccional. (10) una persona considera que le negaron trabajo por descriminación racial o étnica. El estudiante tience que colocar la letra correspondiente a la agencia apropiada a la par de cada problema. Conteo: 10 puntos total; un punto por cada problema correctamente relacionada. (Criteria: 10 puntos.)

Evaluation

Learner is presented a printed sheet with 10 numbered problems in one column and 5 social service agencies, letter coded, (a, b, c, d, e) in the second column. The problems are: (1) landlord refuses to repair broken windows in apartment (2) woman seeking abortion (3) woman seeking birth control information (4) man/woman seeking detection of treatment for veneral disease (5) person needs temporary shelter (6) person wants to study for high school equivalency exam (7) person is having personal problems with family (8) person can't find job (9) person needs directional information (10) person believes s/he was denied employment due to racial and/or ethnic prejudice. Learner is instructed to place letter of the appropriate agency handling such problems next to the problem. Socring: 10 points total, 1 point for each problem correctly matched. (Criterion: 10 points.)

5.4

Al tener a mano una lista de adjetivos que describen varias condiciones del tiempo, el estudiante identificará los tiempos típicos de su país, como también típicos de su ciudad de domicilio en los Estados Unidos; además indicará la par de cada uno si le gusta o le disgusta dentro de 10 minutos con 80% de exactitud.

Given a list of weather condition adjectives, learner will identify the principle weather types of his/her home country and the principle weather types of their city of residence in the mainland U.S.A. and will indicate next to each type whether s/he likes or dislikes it in 10 minutes with 80% accuracy.

Evaluación

Preséntase al estudiante una lista con los siguientes adjetivos: asoleado, lluvioso, nublado, despejado, fresco, frío, caliente, caluroso, ventoso, nebuloso; también una hoja impresa con dos columnas encabezadas "Patria" y "EE.UU." El estudiante tiene que colocar cada adjetivo o en una columna o en la otra, o bién en las dos columnas de acuerdo con cúal país más se puede identificar, a la vez escribiendo "me gusta" o "no me gusta" a la par así indicando su preferencia. Conteo: 20 puntos en total; un punto por cada identificación apropiada, y un punto cada preferencia indicada. (Criteria: 16 puntos.)

Evaluation

Learner is presented with a list of the following adjectives: asoleado, lluvioso, nublado, despejado, fresco, frío, caliente, caluroso, ventoso, nebuloso; and a printed sheet of paper with 2 columns labelled Patria and EE.UU. Learner is instructed to place the descriptive adjectives in one or both columns to indicate that it represents a common weather type in that country, and to write me gusta or no me gusta to indicate the learner's preferences. Scoring: 20 points total, 1 point for each appropriate label and 1 point for each indicated preference. (Criterion: 16 points.)

*6.0

Al escuchar a 10 instrucciones o direcciones sencillas de una sola oración cada una, el estudiante responderá a 5 de ellas pidiendo clarificación de datos con el uso de expresiones descorteses (señalado por el dibujo de una cara enojada), y a 5 de ellas pidiendo clarificación de datos con el uso de expresiones corteses (señalado por el dibujo de una cara sonriente) con 100% de exactitud.

Given orally 10 simple instructions or directions of one utterance in length, learner will (1) respond to 5 picture cues of an angry face by requesting clarification about the original information using impolite expression; and (2) respond to the 5 picture cues of the smiling face by requesting clarification using polite expressions with 100% accuracy.

Evaluación

Preséntanse al estudiante 10 direcciones orales de una oración cada una. Por señal, el estudiante responderá a 5 de ellas usando expresiones descorteses para pedir clarificación, y a las otras 5 usando expresiones corteses. Conteo: 10 puntos en total; un punto por cada expresión apropiada según el juicio de un representante nativo. (Criteria: 10 puntos.)

Evaluation

Learner is presented with 10 oral directions of 1 utterance in length. On cue, the learner will respond to 5 of the directions by using an impolite expression to ask for clarification, and to the other 5 of the directions by using a polite expression to ask for clarification. Scoring: 10 points total, 1 point for each appropriate expression as judged by a native speaker. (Criterion: 10 points.)

*7.0

Al escuchar a 20 anuncios de los tiempos de salidas y llegadas de aviones, de los cuales 10 están dados en inglés y español con el mismo significado, y 10 con significados distintos, el estudiante dirá si el anucio dado en español sea una traducción correcta o no del inglés, corrigiendo el anunciador cuando sea necesario con el uso de expresiones corteses, con 100% de exactitud.

Given 20 oral statements about airplane times of arrival and departure, 10 with matching English and Spanish and 10 with mismatching English and Spanish, learner will orally state whether or not the Spanish is a correct translation of the English and correct the Spanish "announcer" using polite language forms with 100% accuracy.

Evaluación

Preséntase al estudiante una grabación de 20 anuncios bilingües (inglés/español) como suelen oírse en el aereopuerto, anunciando las salidas y llegadas de los aviones. Los anuncios en inglés representan los originales, y los de español las traducciones de ellos 10 son correctas y 10 son incorrectas. Despúes de cada anuncio habrá una pausa de un minuto para que el estudiante indique si la traducción sea correcta o no, a si así sea corregir el anunciador proporcionándole la traducción correcta. Se puede grabar las respuestas del alumno para calificar más tarde, o se puede calificar en el momento. Conteo: 30 puntos total; un punto por cada identificacion correcta, y un punto por cada correccion. (Criteria: 27 puntos.)

Evaluation

Learner is presented with a tape recorded simulation of 20 bilingual English/Spanish P.A. announcements of airline arrivals and departures. In 10 of the announcements the English and Spanish translation match, but in the other 10 the information in the Spanish translation is incorrect. There is a 1 minute pause after each announcement. Learner is instructed to indicate which announcements have matching English/Spanish and which have information which doesn't match. Learners are instructed to politely correct the announcer with the incorrect Spanish translation by making a direct oral statement. Statements may be recorded for later scoring or scored directly. Scoring: 30 points total; 1 point each for accurately identifying statements as matching or mismatching, and 1 point for each correction statement. (Criterion: 27 points.)

GLOBAL OBJECTIVE: seek and impart factual information

TASK(competency): 1.0 identify cultural contrasts in urban and rural families

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 10 brief paragraphs, each of approximately 100 words, describing various families--5 paragraphs emphasizing rural-agricultural families, 5 paragraphs emphasizing urban families--in terms of family structure, child care responsibility and discipline, and children's and parent's activities; learners, randomly paired, working cooperatively, will identify each paragraph which emphasizes rural and urban family characteristics in 30 minutes with 80% accuracy.	-Divide students into small groups and have them compile a list of "do's" and "don't's" for new parents in terms of raising children. -Ask one student from each group to report to report the "do's" and one student to report the "don't's". Teacher should list these on the board. -Students are then asked to review the lists and identify which of their choices might be true for one country but not another. Then ask the learners to discuss the "ideal" items of the list vs. what they actual do. -Ask the learners to write a short composition on the topic "The Ideal Family" in their home country/culture, then ask them if they were to write about the ideal American (U.S.) family whether they would make any changes. -Have students write anonymous questions asking advice on child rearing. Show the questions one at a time, and have the group offer solutions.

EVALUATION

Learners are presented with 10 printed descriptions, one for each family, which include different urban and rural families from Spanish speaking areas. Paired learners are instructed to identify each paragraph as representative of urban and rural families. Scoring: 10 points total, 1 point for each paragraph correctly identified. (Criterion: 8 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical .	SUGGESTIONS and COMMENTS
característico responsabilidad disciplina cuidado de los niños en común estructura de la familia		-Having students discuss practical problems of a general nature common to the parents in the group may provide valuable insights to the members of the class.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Cuentos Puertorriqueños, p. 14-23	vis	48
Cinco Maestros, p. 227-246	vis	13
Temas y Diálogos, p. 101-102	vis	2
Dirección Tacuba, p. 105; 118-119	vis	30
Cuentos Puertorriqueños de Hoy, pp. 135-152	vis	46
Supportive Instructional Materials		
Diccionario Escolar de la Lengua Española	vis	25

GLOBAL OBJECTIVE: seek and impart factual information

TASK(competency): 2.0 identify Latin American recreational and holidy activities

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given an interview between 2 Spanish speaking learners, preferably not from the same home communities where each learner has a list of general topics: deportes, pasatiempos, danzas, días feriados, y música, learner will develop a list of 10 specific items, 2 in each category, which are popular in both home communities with 90% of list completed in 15 minutes.	-Ask half of students to bring in copies of the sports pages of the local newspaper and half of the students to bring in copies of the sports pages of an Hispanic newspaper. Discuss the similarities (e.g., soccer) and differences (e.g., bullfighting vs. hockey) and some possible reasons for the mutual development of some sports but not for others. -Brainstorm some perceived ways in which middle class North Americans spend their leisure time and then compare these activities to the leisure time activities in different Spanish speaking areas. Note similarities and differences. -Ask students to bring in records of their home country's/community's music. Teacher should provide records or cassettes of music that is not from a Spanish speaking country, e.g., American jazz and folk music or European and Eastern music. -With the approach of a holiday, the teacher can discuss with the learners whether or not the same holiday is celebrated in their communities, and if so, how is the celebration.

EVALUATION

Learners are paired, preferably from different home communities. Learners are given a list of 5 topics: deportes, pasatiempos, danzas, días feriados, y música. Learners are instructed to develop a list of 10 specific items, 2 in each category which are common to both learner's lists. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical.	SUGGESTIONS and COMMENTS
danza baile deport día de fiesta/feriado fútbol/fútbol americano juego de pelota en hielo pelea de gallos corrida de toros tenis béisbol básquetbol pasatiempo cha-cha waltz tango rumba salsa merenque square dance polka ballet hustle		-If possible arrange to have a guest speaker from a local Hispanic dance, theatre or musical group talk to the students or perform at a school assembly.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Encuentros Culturales, p. 11; 9	vis	63
Dirección Tacuba, pp. 11-13; 46-47, 73-74; 78-80	vis	30
	aud	

Supportive Instructional Materials	Modality	Bibliography
Teacher Training Pack for a Course on Cultural Awareness	vis	51
Non-Verbal Communication	vis	50
Workbook in Everyday Spanish, p. 150	vis	4

GLOBAL OBJECTIVE: seek and impart factual information

TASK(competency): 3.0 identify cultural contrasts in eudcational practices

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a 10 minute interview with a Spanish speaker who obtained part of his/her education within the U.S.A. and part outside of this country, learner will ask questions and develop a list of 5 similiarities and 5 differences in educational practices between the mainland U.S.A. and a Spanish-speaking country with at least 90% of list completed.	-Ask the students to read the story, "Oh, sey can yu . . . " and then discuss it in small groups by answering the accompanying questions in the test orally. -Ask the students to write a paragraph of comparison of educational practices between the U.S. and the home country. Which do they think is better? Why? -Discuss the role of the church in education. What is its influence in the U.S. and in the home country? -Give the students lists of educational terms, such as "clase abierta," and "gobierno de estudiantes," and ask them to discuss those practices which are common in the U.S. and the home country.

EVALUATION

Learner is instructed to interview another Spanish speaker with the qualifications listed in 3.0; to tape record the interview; and to prepare a written, summary list which includes 5 similarities and 5 differences in educational practices between the mainland U.S.A. and a Spanish-speaking country. Instructor monitors the oral interview and matches it with the learner's written summary. Scoring: 20 points total, 1 point for each appropriate question and 1 point for each of the 5 written similarities and differences. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
pedagogía disciplina salón de clase himno nacional uniforme "clase abierta" estricto gobierno de estudiantes		-The comparison of educational systems may help students become aware of those characteristics of education in the U.S.A. that have caused them to have negative reactions or experiences because their expectations weren't being fulfilled.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Cuentos Puertorriqueños, p. 70-84	vis	48
Temas y Diálogos, p. 115-116	vis	2
Supportive Instructional Materials		

GLOBAL OBJECTIVE: seek and impart factual information

TASK(competency): 4.0 identify foods from Spanish speaking areas

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given an interview with another Spanish speaker who has lived a while in a Spanish speaking country other than the interviewer's, learner will ask appropriate questions to develop a list of 5 foods common to both countries and 5 foods which are not common to both countries with 90% accuracy in the completed list.	-Bring in several pictures of foods from around the world that are labelled with their names and ask the students to indicate their likes, dislikes, and those foods that they believe to come from a Spanish-speaking country. Brainstorm about what the students think are North American ideas about Spanish foods, for example, spicy, starchy, etc. Brainstorm about how foods and names of foods vary from Spanish-speaking country to Spanish-speaking country; also how names vary in the U.S., e.g., soda, tonic, "Coke," etc. -Divide students into small groups and ask them to discuss various beverages in their home communities. For example, what brands of beer are there? What brands of soda, juices, etc. -Have students develop a list of common foods and vegetables from different Spanish-speaking countries. Assign each student a different chain store and have them determine which stores stock which foods.

EVALUATION

Learner is instructed to interview another Spanish speaker with the qualifications cited in 4.0; to tape record the interview; and to prepare a written summary list which includes 5 foods common to both countries and 5 foods not common to both countries. Instructor listens to the learner's interview and matches it with the learner's written list. Scoring: 10 points total, 1 point for each of the 5 written similarities and 1 point for each of the 5 written differences. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUAN TIVE Numerical and Mathematical	SUGGESTIONS and COMMEN
comida típica bebida cerveza/jugo marca especiado feculoso predominio cafetería comida al instante arepa yuca batido tortilla enchilada arroz con pollo gandules/frijoles tostones pollo frito hot dogs molde de hamburguesa hamburguesa pie de manzana		-It is helpful to clarify common misunderstandings about foods, e.g., all Spanish food is hot and spicy when in fact it quite mild and Mexican food may be hot and spicy. -It is useful to discuss personal problems with meal planning on a limited budget and shopping guides such as "brand names," "store names," etc.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Dirección Tacuba, p. 123-124	vis	30
Pictures of Foods and Beverages	vis	
Encuentros Culturales, pp. 5-7	vis	63
Supportive Instructional Materials		

GLOBAL OBJECTIVE: seek and impart factual information

TASK(competency): 5.0 give advice on survival in a different culture

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a letter to an employer which includes 10 questions concerning cultural differences, from a recently hired 35 year old male employee with a family who is from the learner's home ocuntry/community, the learner will write answers to all the questions with 90% accuracy.	-Ask the students to write a composition to a friend in the home community advising him/her about survival techniques for living in the U.S. -Have students scout-out their local communities to find out what local resources are available to people in their communities: some guidelines might be, health care, child care, educational support, housing assistance, etc.; encourage the students to complete a project on either one agency and its services or one area that is served by several agencies. In other words students may research one agency in depth, or they may research one area such as health care in depth and report on the various agencies involved and their contributions. -Brainstorm which services may be required and under what conditions, for example, emergency fuel in winter. A question might be: How is a non-English-speaking person hindered with regard to availability of services, and how can some of the problems be solved.

EVALUATION

Learner is presented wiht a letter containing questions about conditions as follows: (1) ¿Toda la comida que se vende en el supermeriado esta lista para servir? (2) ¿Cuán difícil es el invierno? (3) ¿Podría presenciar funciones de la música latina? (4)¿A Todos los americanos les falta la cortesía? (5) Los niños Americanos, se burlarán de mis, hijos porque no hablan el inglés muy bien? (6) ¿Cómo podrán mis hijos continuar su educación? (7) ¿Hay cuido médico gratis? (8) ¿Qué es la renta promedia por un apartamento de 3 dormitorios? (9) ¿Cuáles son algunos lugares turísticos cercanos que podemos visitar? (10) ¿Dónde se encuentran algunos de los almacenes más importantes? Learner is instructed to answer each of the man's questions with factual information to help him get ready for moving to his new job. Socring: 10 points total, 1 point for each appropriate response to the questions. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
servicios sociales agencia de bienestar unión de inquilinos educación bilingüe sitios turísticos calefacción descortés sobreviviente costo medio alojamiento		-In order to stimulate interest in carrying out the agency research project invite a representative from several of the local Latin social service agencies to speak to the class. It might be useful to have students compile their own directory of personal and organizational resources for their local community.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Encuentros Culturales, p. 41	vis	63
Cuentos Puertorriqueños, pp. 24-32	vis	48
Supportive Instructional Materials		
Teacher Training Pack for a Course on Cultural Awareness	vis	51
Non-Verbal Communication	vis	50
Workbook in Everyday Spanish, pp. 144-146	vis	4

GLOBAL OBJECTIVE: Seek and Impart Factual Information

TASK(competency): 6.0. Request Additional Information or Clarification

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given orally 10 simple instructions or directions of one utterance in length, learner will (1) respond to 5 picture cues of an angry face by requesting clarification about the original information using impolite expression; and (2) respond to the 5 picture cues of the smiling face by requesting clarification using polite expressions with 100% accuracy.	-Have students role play situations in which they must request additional information in various situations involving different hierarchies of people: a bank teller, a secretary, a telephone operator, a custodial worker, an executive, etc. How does their attitude change, if at all? Do they use different question forms? -Ask students to contact agencies where there are Spanish-speaking persons. Before conducting the interview, students should prepare a relevant lead-off question and follow up questions to seek additional information.

EVALUATION

Learner is presented with 10 oral directions of 1 utterance in length. On cue, the learner will respond to 5 of the directions by using an impolite expression to ask for clarification, and to the other 5 of the directions by using a polite expression to ask for clarification. Scoring: 10 points total, 1 point for each appropriate expression as judged by a native speaker. (Criterion: 10 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical .	SUGGESTIONS and COMMENTS
uso del tiempo condicional: " Podría hablar más ____, por favor?" (cortesía) uso del subjuntivo: " Pudiera decirme, . . . " (cortesía) uso del tiempo presente: " Puede decirme . . . ?" (cortesía) uso del imperativo: "Dígame . . . " (falta de cortesía) use del interrogatorio: " Dígme . . . ? (falta de cortesía)		-It is useful to explore with students the problems and fear that they have in different classes when they don't understand but are afraid to ask for clarification because they don't want to sound stupid. -Encourage all students to openly request clarification in class when they don't understand.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Gramática Española Moderna, pp. 125-126; 136-137; 139-141	vis	58
Supportive Instructional Materials		

GLOBAL OBJECTIVE: seek and impart factual information

TASK(competency): 7.0 correct information

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 20 oral statements about airplane times of arrival and departure, 10 with matching English and Spanish and 10 with mismatching English and Spanish, learner will orally state whether or not the Spanish is a correct translation of the English and correct the Spanish "announcer" using polite language forms with 100% accuracy.	-Role play situations in which one student is seeking information from another student about any topic of common interest. The student who is answering the question should be instructed to give obviously inaccurate information. The second student should politely question the accuracy of the information given by the first student. The first student should insist that the information is correct. The second student should again politely question the accuracy. Have students repeat the chain at least four times. -Have students listen to simulated bilingual P.A. announcements for airline arrivals and departures which have incorrect information in some of the Spanish translations. Have the students identify the incorrect information.

EVALUATION
Learner is presented with a tape recorded simulation of 20 bilingual English/Spanish P.A. announcements of airline arrivals and departures. In 10 of the announcements the English and Spanish translation match, but in the other 10 the information in the Spanish translation is incorrect. There is a 1 minute pause after each announcement. Learner is instructed to indicate which announcements have matching English/Spanish and which have information which doesn't match. Learners are instructed to politely correct the announcer with the incorrect Spanish translation by making a direct oral statement. Statements may be recorded for later scoring or scored directly. Scoring: 30 points total: 1 point each for accurately identifying statements as matching or mismatching, and 1 point for each corrections statement. (Criterion: 27 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical.	SUGGESTIONS and COMMENTS
vuelo salida llegada horario disculpe perdone perdón pasajero aerolínea línea aérea corregir informar Disculpe, pero . . . (cortesia) Se equivoca (falta de cortesía) No tiene razón (falta de cortesía)		-A number of Puerto Rican students have difficulty questioning or correcting "authority" figures or "superiors" even when they know that the person is wrong. It might be useful to have the teacher or other authority figure make obviously incorrect statements and have the students practice polite corrections.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Simulated P.A. announcements of arrivals/departures on tape Printed airline schedules	aud vis	
Supportive Instructional Materials		

ESPAÑOL

Expresar y Definir Actitudes Intelectuales
Global Objective: Express and Find Out Intellectual Attitudes

TAREA:
TASKS:

1.0 Identificar estereotipos masculinos y femeninos
Identify masculine and feminine stereotypes

2.0 Expresar actitudes personales
Express personal attitudes

Sólo para los objetivos primarios correspondientes a cada tarea indicada con el asterisco (*) se ha desarrollado planes de lecciones, mientras que se ha limitado a enumerar los sub-objetivos juntos con los procedimientos de evaluación en las páginas que siguen.

The primary objective for each of the above tasks has been expanded into classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

EXPRESAR Y DEFINIR ACTITUDES INTELECTUALES

Sub-Objetivos

EXPRESS AND FIND OUT INTELLECTUAL ATTITUDES

Sub-Objectives

*1.0

Al mirar a 5 escenas videograbadas de programas de televisión en español, teniendo a mano una hoja impresa para cada escena, con tres escalas bipolares para calificar (1) la "fuerza/debilidad" del hombre; (2) la "fuerza/debilidad" de la mujer, y (3) la "masculinidad/femininidad" del personaje principal; el estudiante señalara con una "X" el punto en cada escala que corresponde a su percepción de las personalidades de los personajes en cada ejemplo; además redactará un resumen de su opinión de cada ejemplo incluyendo toda la información indicada en las escalas.

Given 5 videotaped segments from Spanish television shows and for each segment a printed sheet with three 5 point bipolar rating scales - 1 scale for rating strength/weakness of the male lead, 1 for rating the strength/weakness of the female lead, and 1 for rating masculinity/femininity of the main character, the learner will mark an X on the scale to indicate his/her perception of the characters in the segment and will write a summary of his/her completed rating - with all rating scales marked and all of the completed ratings included in the written summary.

Evaluacion

Presentanse al estudiante las siguientes escenas videograbadas: (1) Un hombre y una mujer están huyendo de una situación peligrosa; el hombre corre adelante, la mujer se cae, el hombre se devuelve para ayudarla; (2) El hombre está leyendo el periódico en la sala; la mujer está preparando la comida en la cocina, el bebé empieza a llorar, la mujer le pide al hombre que atienda al bebé; el hombre murmura; (3) El hombre está leyendo el periódico en la sala, la mujer está preparando la comida en la cocina; se suena el teléfono y el hombre le pide a la mujer que se lo conteste; la mujer se pasa al corredor para contestar el teléfono; (4) Un hombre y una mujer están caminando por una calle oscura muy de noche; los amenaza un maliante exigiéndoles su dinero y joyas; el hombre empieza a cumplir, pero la mujer le pega al maliante con un golpe de carate; el hombre y la mujer escapan del peligro; (5) El hombre llega a la casa muy de noche borracho y oliendo de perfume; la mujer se presenta en la puerta con un bebé llorando; la mujer le pregunta al hombre dónde se ha ido, y la contesta diciendo que se calle. El estudiante tiene que completar las escalas correspondientes a cada escena, además redactar un resumen de un párrafo que contiene la información proporcionada en la hoja de escalas. Conteo: 30 puntos total; un punto por la descripción escrita del hombre y de la mujer en cada escena que corresponda a la escala hecha por el estudiante. (Criteria: 25 puntos.)

The learner is provided with the following videotaped segments: (1) Man and woman are fleeing from an unseen danger; man runs ahead, woman falls, man goes back to help the woman; (2) Man is reading the newspaper in the living room, woman is cooking dinner in the kitchen, baby begins to cry, woman asks man to check the baby, man mumbles; (3) Man is reading the newspaper in the living room, woman is cooking dinner in the kitchen, the telephone rings and the man asks the woman to answer it for him, woman goes out into the hallway to answer the telephone; (4) Man and woman are walking down a dark street late at night, they are threatened by a mugger who demands their money and jewelry, man proceeds to comply, but the woman gives the mugger a karate chop, man and woman flee to safety; (5) Man comes home drunk late at night and smelling of perfume, the woman meets him at the door holding a crying baby, woman asks him where he's been and he tells her to shut up. Learner is instructed to complete the rating scale for each segment and to write a summary paragraph which contains the information on the rating sheet. Scoring: 30 points total; 1 point for the written description of man and woman in each segment which matches the rating scale of learner. (Criterion: 25 points.)

1.1

Parte Ia - Al tener a mano una hoja impresa donde aparece una lista de 20 ocupaciones que requieren distintos grados de fuerzas físicas, más 3 columnas encabezadas: "Más hombres que mujeres," "Más mujeres que hombres," y "Aproximadamente el mismo numero de hombres y mujeres." El estudiante señalará con una "X" la columna correcta para cada ocupación dentro de 10 minutos.

Parte IIa - Al tener a mano los estadísticos del Ministerio de Trabajo de EE. UU. (Bureau of Labor) corespondientes a la clasificación de los 20 ocupaciones citadas en el Objetivo 1.1-I por el sexo, más la clasificación hecha por el estudiante anteriormente, él hará una comparación entre la clasificación suya y la del Ministerio de Trabajo (Bureau of Labor), notando las semejanzas y las diferencias entre las dos. El trabajo se hará en forma escrita.

Part I--Given a printed sheet listing 20 occupations that require different degrees of physical strength and 3 columns entitled *Más hombres que mujeres*, *Más mujeres que hombres*, and *Aproximadamente el mismo número de hombres y mujeres*, learner will mark an "X" in the appropriate column for each occupation in 10 minutes with all the occupations marked.

Part II--Given the Bureau of Labor's statistical division of the labor force by sex for the 20 occupations cited in 1.1 Part I and the learner's own classification for objective 1.1 Part I, the learner will compare and contrast in writing his/her classification with the statistical information, including all the similarities and differences in classification in the paragraph.

Evaluación

Parte I--Preséntase al estudiante una hoja impresa con tres columnas encabezadas *Más hombres que mujeres*, *Más mujeres que hombres*, y *Aproximadamente el mismo número de hombres y mujeres*, y una lista de las siguientes ocupaciones: mecánico de automóviles, pescador, camionero, trabajador general de construcción, operador de máquinas pesadas, trabajador del depósito de mercancías, basurero, albañil, trabajador de mantenimiento, carpintero, mecanógrafo, maestro, abodado, médico, asemblador, secretario ejecutivo, perferadora I.B.M., agente de viajes, vendedor, trabajador de restaurante. Conteo: 20 puntos en total; un punto por cada ocupación clasificada en una de las tres columnas. (Criteria: 20 puntos.)

Parte II--Preséntanse al estudiante los estadísticos proporcionados por el Ministerio de Trabajo de los EE.UU. (U.S. Bureau of Labor) que dan los números de hombres y mujeres en cada una de las 20 ocupaciones. El estudiante tiene que hacer una comparación y un contraste entre la clasificación suya y la del *Bureau of Labor*. Conteo: 20 puntos en total; un punto por cada declaración o de semejanza o de diferencia. (Criteria: 20 puntos.)

Evaluation

Learner is presented with a printed sheet divided into 3 columns entitled *Más hombres que mujeres*, *Más mujeres que hombres*, and *Aproximadamente el mismo número de hombres y mujeres*, and a list of the following occupations: mecánico de automóviles, pescador, camionero, trabajador general de construcción, operador de máquinas pesadas, trabajador del depósito de mercancías, basurero, albañil, trabajador de mantenimiento, carpintero, mecanógrafo, maestra, abogado, médico, asemblado, secretaria

ejecutiva, perferadora I.B.M., agenta de viajes, vendedor, trabajador de restaurante. Scoring: 20 points total; 1 point for each occupation classified into one of the 3 categories. (Criterion: 20 points.)

Part II--Learner is given Bureau of Labor statistics for the number of men and women in each of the 20 occupational categories. Learner is instructed to compare and contrast his/her classification with the factual information. Scoring: 20 points total; 1 point for each comparative statement of similarity or difference. (Criterion: 20 points.)

*2.0

Al tener a mano un cuestionario que requiere que el estudiante haga una lista de 5 actitudes hacia los latinos en los EE.UU., y habiendo completado el cuestionario, el estudiante prepará y pronunciará un discurso de 3 a 5 minutos a la clase con el resultado de que la clase recuerde un promedio de 3.5 de las actitudes que el estudiante apuntó en su cuestionario.

Given an attitude questionnaire requiring the learner to list 5 attitudes toward Latin Americans in the U.S., the learner will complete the questionnaire, and then prepare and deliver a 3-5 minute public speech to the class which results in the class as an average remembering 3.5 of the attitudes the learner recorded on his/her own questionnaire.

Evaluación

Preséntase al estudiante un cuestionario de actitudes para completar, en el cual tiene que hacer una lista de 5 "Actitudes hacia los latinos en los EE.UU." Después se le dice al estudiante que prepare un discurso de 3 a 5 minutos para pronunciar a la clase con el fin de que el auditorio recuerde las actitudes apuntadas en el cuestionario. Después del discurso, cada estudiante en el auditorio apuntará las actitudes que recuerde. Conteo: 5 puntos posibles por cada miembro del auditorio; se cuenta todas las respuestas correctas y se divide la suma entre el número de participantes. (Criteria: 3.5 puntos.)

Evaluation

Learner is instructed to respond to the attitude questions listing 5 "Attitudes toward Spanish Speakers in the U.S.A." The learner is then instructed to prepare and deliver a 3-5 minute speech to get the audience to remember the attitudes s/he recorded. After the speech each student in the audience lists the attitudes s/he remembers from the speech. Scoring: 5 points possible for each audience response. Compute the number of correct matches between the speaker's original and the audience response and divide by the total number in the audience. (Criterion: 3.5 points.)

2.1

Parte I--Al tener que debatir el tema "Los latinoamericanos son más considerados que los angloamericanos," dos estudiantes formarán el debate, presentando cada uno 3 argumentos afirmativos o negativos de acuerdo con su posición en el debate, dentro de 3 minutos cada uno.

Parte II--Al tener que debatir el tema "Los latinoamericanos son más considerados que los norteamericanos," dos estudiantes presentarán en debate 3 argumentos para la posición afirmativa si se hubiera presentado la negativa en el 2.1 Parte I, y 3 argumentos para la posición negativa si se hubiera presentado la afirmativa en el 2.1 Parte I, en un discurso de 3 minutos.

Part I--Given the debate topic "Los latinoamericanos son más considerados que los norteamericanos," 2 learners, debating each other, will each present 3 arguments for the affirmative or negative side of the issue in a 3 minute speech.

Part II--Given the debate topic, "Los latinoamericanos son más considerados que los norteamericanos," 2 learners, debating each other, will present 3 arguments for the affirmative if they debated the negative in 2.1 Part I and 3 arguments for the negative if they debated the affirmative in 2.1 Part I, in a 3 minute speech which includes at least 3 arguments for their side.

Evaluación

Parte I--Preséntase a los estudiantes el Acuerdo pidiéndoles que escojan la posición afirmativa o negativa, para después preparar 3 argumentos que so tengan su posición en el debate. Después de pasar unos 15 minutos por lo menos, el debate se presenta a la clase oralmente. Conteo: 9 puntos en total para cada participante; 3 puntos por cada argumento presentado. (Criteria: 9 puntos.)

Parte II--Preséntase a los estudiantes el Acuerdo mandándoles a debatir la posición opuesta a la que debatieron en el primer debate de 2.1 Parte 1. Se le manda al alumno preparar 3 argumentos como mínimo para apoyar su posición en el debate. Después de unos 15 minutos por lo menos para prepararse, se presenta el debate a la clase. Conteo: 9 puntos en total para cada participante; 3 puntos por cada argumento dado.

Evaluation

Part I--Learners are given the resolution and asked to choose whether they wish the affirmative or negative and then to prepare 3 arguments for their side of the debate. After at least a 15 minute preparation period, the debate is presented orally for the class. Scoring: 9 points total for each learner; 3 points for each supported reason. (Criterion: 9 points.)

Part II--Learners are given the resolution and assigned to debate the opposite side of the resolution from their first debate in 2.1 Part I. Learners are instructed to prepare at least 3 arguments for their side of the debate. After at least a 15 minute preparation period, the debate is presented orally for the class. Scoring: 9 points total for each learner; 3 points for each supported reason.

2.2

Al tener a mano una lista de 10 declaraciones sobre los latinoamericanos, de los cuales 5 son estereotipos negativos, y 5 son estereotipos positivos; el estudiante clasificará cada una como positiva o negativa dentro de 10 minutos con 90% de las declaraciones correctamente clasificadas.

Given a list of 10 statements about Latin Americans, 5 of which are typical negative stereotypes and 5 of which are typical positive stereotypes, the learner will label each as negative or positive in 10 minutes with 90% of the statements correctly labeled.

Evaluación

Preséntase al estudiante la siguiente lista de declaraciones: (1) Los latinos son estúpidos. (2) Los latinos son perezosos. (3) Los latinos son maleducados. (4) Los latinos son chismosos. (5) Los latinos son egoístas. (6) Los latinos son generosos. (7) Los latinos son amables. (8) Los latinos son buenos bailadores. (9) Los latinos son buenos cocineros. (10) Los latinos son padres dedicados. El estudiante tiene que identificar

cada declaración como representativa de un estereotipo negativo o un estereotipo positivo. Conteo: 10 puntos en total; un punto por cada declaración correctamente identificada. (Criteria: 9 puntos.)

Evaluation

Learner is presented with the following list of statements: (1) Los latinos son estúpidos. (2) Los latinos son perezosos. (3) Los latinos son maleducados. (4) Los latinos son chismosos. (5) Los latinos son egoístas. (6) Los latinos son generosos. (7) Los latinos son amables. (8) Los latinos son buenos bailadores. (9) Los latinos son buenos cocineros. (10) Los latinos son padres dedicados. Learner is instructed to label each statement as representing a negative or positive stereotype. Scoring: 10 points total; 1 point for each correctly labeled statement. (Criterion: 9 points.)

GLOBAL OBJECTIVE: Express and Find Out Intellectual Attitudes

TASK(competency): 1.0 Identify masculine and feminine stereotypes

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 5 videotaped segments from Spanish television shows and for each segment a printed sheet with 3, 5-point bipolar rating scales--1 scale for rating strength/weakness of male lead, 1 for rating strength/weakness of female lead, and 1 for rating masculinity/femininity of the main character, learner will mark an "X" on the scale to indicate his/her perception of the characters in the segment and will write a summary of his/her completed rating--with all rating scales marked and all of the completed ratings included in the written summary.	-Have learners develop list of occupations that are mainly filled by men and mainly filled by women. Ask learners to formulate summary statements about types of jobs in each list. -Have learners list reasons why they think there are fewer women than men in any of the male dominated occupations. -Ask learners to bring in magazine ads. Develop a list of adjectives that describe the men and women in each ad, determine which adjectives were common to a number of ads, and have learners write a description of a person, using the most frequently listed adjectives. -Ask learners in a group to compose lists of things men "shouldn't" do and "should" do in public; repeat for women.

EVALUATION

The learner is provided with the following videotaped segments: (1) man and woman are fleeing from an unseen danger; man runs ahead, woman falls, man goes back to help the woman; (2) man is reading the newspaper in the living room; woman is cooking dinner in the kitchen, baby begins to cry, woman asks man to check the baby; man mumbles; (3) man is reading the newspaper in the living room, woman is cooking dinner in the kitchen; the telephone rings and the man asks the woman to answer it for him; woman goes out into the hallway to answer the telephone; (4) man and woman are walking down a dark street late at night; they are threatened by a mugger who demands their money and jewelry; man proceeds to comply, but woman gives the mugger a Karate chop; man and woman flee to safety; (5) man comes home drunk late at night and smelling of perfume; the woman meets him at the door holding a crying baby; woman asks him where he's been and he tells her to shut up. Learner is instructed to complete the rating scale for each segment and to write a summary paragraph which contains the information on the rating scale. Scoring: 30 points total; 1 point for the written description of the man and woman in each segment which matches the rating scale of the learner. (Criterion: 25 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
masculino femenino papel fuerte débil retratar machismo arquetipo		-The learner should recognize the differences between their home culture where sexism may not be a recognized current issue and the U.S.A., in which sexism is most definitely an issue of concern.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Cuentos Puertorriqueños, pp. 3-13	vis	48
Dirección Tacuba, pp. 20-21	vis	30
Cinco Maestros, pp. 121-26	vis	13
Temas y Diálogos, pp. 53-54, 89-90, 148-49	vis	2
Encuentros Culturales, pp. 12, 24	vis	63
magazine ads	vis	
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Express and Find Out Intellectual Attitudes

TASK(competency): 2.0 Express personal attitudes.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given an attitude questionnaire requiring the learner to list 5 attitudes toward Latin Americans in the U.S., learner will complete the questionnaire and then develop and deliver a 3-5 minute speech to the class which results in the class, as an average, remembering 3.5 of the 5 attitudes the learner recorded on his/her questionnaire.	-Have learners make a list of statements which they believe are typical Anglo opinions of latinos and discuss with the learners what they think are the reasons for the opinions. Repeat the same exercise with lists of latino generalized opinions about Anglos.

EVALUATION
Learner is instructed to respond to the attitude questionnaire listing 5 "Attitudes toward Latin Americans in the U.S.A." The learner is then instructed to prepare and deliver a 3-5 minute speech, focused to obtain audience remembrance of the attitudes s/he recorded. After the speech each learner in the audience will list the attitudes s/he remembers from the speech. Scoring: 5 points possible for each audience response. Compute the number of correct matches between the speaker's original and the audience response and divide by the total number in the audience. (Criterion: 3.5.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical.	SUGGESTIONS and COMMENTS
actitud percibir idea estereotípico debate discutir discurso cuestionario		-Besides providing an opportunity to develop spoken communication skills in a large group setting, the lesson also provides an opportunity for learners to share attitudes and perceptions.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Supportive Instructional Materials		
Values Clarification	vis	62

ESPAÑOL

Expresar y Definir Actitudes Emocionales
Global Objective: Express and Find Out Emotional Attitudes

TAREAS:
TASKS:

1.0 Identificar necesidades y deseos*
Identify wants and wishes

2.0 Identificar el auto-imagen*
Identify image of self

3.0 Identificar valores personales*
Identify personal values

4.0 Identificar gustos, disgustos y preferencias*
Identify likes, dislikes, and preferences

5.0 Identificar sentimientos de extranamiento*
Identify feelings of alienation

6.0 Identificar sentimientos de miedo y ansiedad*
Identify feelings of fear and apprehension

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*Sólo para los objetivos primarios correspondientes a cada tarea indicada con el asterisco (*) se han desarrollado planes de lecciones, mientras que se ha limitado a enumerar los sub-objetivos juntos con los procedimientos de evaluación en las páginas que siguen.

The primary objective for each of the above tasks has been expanded into a classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

EXPRESAR Y DEFINIR ACTITUDES EMOCIONALES:

Sub-Objetivos

EXPRESS AND FIND OUT EMOTIONAL ATTITUDES:

Sub-Objectives

*1.0

Parte I--Al tener a mano una hoja con 5 columnas encabezadas: *Mañana*, *La semana que viene*, *El mes que viene*, *El año que viene*, y *En cinco años*, el estudiante apuntará un mínimo de 3 cosas en cada columna que quisiera poseer (material o espiritual) o que quisiera hacer dentro de 10 minutos con el mínimo de 90% terminado.

Parte II--Al tener 10 minutos para llevar a cabo una entrevista, más una hoja con cinco columnas encabezadas: *Mañana*, *La semana que viene*, *El mes que viene*, *El año que viene*, y *En cinco años*, el estudiante entrevistará a otro estudiante completando el formulario para el entrevistado, y redactando un resumen de las semejanzas y las diferencias entre las entradas de los dos en un párrafo con 90% de exactitud.

Part I--Given 5 columns labeled: *Mañana*, *La semana que viene*, *El mes que viene*, *El año que viene*, and *En cinco años*, the learner will list at least 3 things in each column that s/he wants to possess, tangible or intangible, or that s/he wants to do, in 10 minutes with at least 90% of the blanks completed.

Part II--Given 10 minutes to conduct an interview and 5 columns labeled: *Mañana*, *La semana que viene*, *El mes que viene*, *El año que viene*, and *En cinco años*, the learner will interview another learner and complete the form for the other person with each of the blanks completed; and summarize the similarities and differences between the learner's listing for self and the interviewer's in 1 paragraph with 90% accuracy.

Evaluación

Parte I--Preséntase al estudiante una hoja con cinco columnas encabezadas como citadas en el 1.0; se le manda a proporcionar 3 cosas en cada columna. Conteo: 15 puntos en total; un punto por cada espacio en blanco completado. (Criteria: 13 puntos.)

Parte II--Preséntase al estudiante una hoja con las 5 columnas encabezadas como citadas arriba; se le manda a entrevistar a otro estudiante para completar el formulario. Después el estudiante tiene que redactar un resumen de un párrafo anotando las semejanzas y diferencias en cada categoría. Conteo: 30 puntos en total; un punto por completar cada espacio en blanco, y un punto por cada declaración de una semajanza o una diferencia que coincide con la información apuntada. (Criteria: 27 puntos.)

Evaluation

Part I--Learner is provided with 5 columns labeled as cited in 1.0 and is instructed to list 3 things in each column. Scoring: 15 points total; 1 point for each blank completed. (Criterion: 13 points.)

Part II--Learner is provided with 5 columns labeled as above and is instructed to interview another student and complete the form for the other student. Learner is then instructed to write a 1 paragraph summary of the interview listing similarities and differences in each category. Scoring: 30 points total; 1 point for completing each blank for partner and 1 point for each statement of similarity or difference which matches the recorded information. (Criterion: 27 points.)

1.1

Al tener a mano una hoja impresa con la frase "Ojalá que yo fuera . . . ," el estudiante redactará 10 frases para completar la frase impresa dentro de 10 minutos con 90% de la tarea completada.

Given a printed sheet with the sentence fragment "Ojalá que yo fuera . . . ," the learner will write 10 completions in 10 minutes with at least 90% of the statements completed.

Evaluación

Preséntase al estudiante una hoja impresa con 10 líneas en blanco empezando con la frase "Ojalá que yo fuera. . . ." Se le manda a redactar un deseo personal para completar cada frase. Conteo: 10 puntos en total; un punto por cada contestación. (Criteria: 9 puntos.)

Evaluation

Learner is presented with a printed sheet with 10 lines, each of which begins, "Ojalá que yo fuera. . . ."

Learner is instructed to list 1 personal wish to complete each statement. Scoring: 10 points total; 1 point for each answer. (Criterion: 9 points.)

*2.0

Parte I--Al escuchar una grabación de 10 siguientes frases incompletas: Me siento enfermo cuando. . . ; No me gusta. . . ; Me gusta. . . ; Me siento feliz cuando. . . ; Me preocupo de. . . ; Realmente no me importa. . . ; Tengo miedo de. . . ; Me asusto cuando. . . ; Si no me quiere. . . ; Me pongo nervioso al. . . ; el estudiante grabará anonimamente sus respuestas dentro de 10 minutos, completando todas las frases.

Parte II--Al escuchar la grabación de otro estudiante, véase la Parte I, el estudiante redactará un párrafo en el cual hará una comparación entre las respuestas suyas y las del alumno anónimo, con 90% de las comparaciones incluídas.

Part I--Given the following 10 incomplete statements, tape recorded: Me siento enfermo cuando. . . ; No me gusta. . . ; Me gusta. . . ; Me siento feliz cuando. . . ; Me preocupo de. . . ; Realmente no me importa. . . ; Tengo miedo de. . . ; Me asusto cuando. . . ; Si no me quiere. . . ; Me pongo nervioso al. . . ; the learner will anonymously tape record his/her response to each of the statements in 10 minutes with all of the statements completed.

Part II--Given another student's completed tape recording, see above, the learner will write 1 paragraph comparing his/her completions with those of the anonymous, recorded speaker with 90% of the comparisons included.

Evaluación

Parte I--Preséntase al estudiante una grabación hecha por una voz desconocida, de oraciones incompletas seguidas por una páusa. El estudiante tiene que escuchar a cada oración incompleta, grabando otra frase que completará la frase original durante la pausa. (Cada estudiante ocupará una cinta individual.) Conteo: 10 puntos en total; un punto por cada declaración completa grabada. (Criteria: 10 puntos.)

Parte II--Preséntase al estudiante una grabación completada anonimamente ségun las instrucciones de la Parte I, se le manda a redactar un párrafo en que se compara cada una de sus respuestas con las de la grabación. Conteo: 10 puntos en total; un punto por cada declaración de comparación que relacione la grabación con el redactor. (Criteria: 9 puntos.)

Evaluation

Part I--Learner is presented with a tape, recorded by an unfamiliar voice, of incomplete statements, each followed by a pause. Learner is instructed to listen to each incomplete statement and then to record his/her completion of the statement during the pause which follows the original fragment. (Each learner will need an individual tape.) Scoring: 10 points total; 1 point for each completed statement recorded. (Criterion: 10 points.)

Part II--Learner is presented with a completed, anonymous tape of sentences, see Part I, and is instructed to write 1 paragraph which compares each of his/her completions with those of the taped speaker. Scoring: 10 points total; 1 point for each statement of comparison which matches the taped speaker with the writer. (Criterion: 9 points.)

2.1

Al tener a mano una hoja impresa con la frase "Me pregunto. . . ," el estudiante redactará 10 frases originales que la completaran dentro de 10 minutos.

Given a printed sheet with the fragment, Me pregunto . . . , the learner will write 10 completions in 10 minutes with all fragments completed.

Evaluación

Preséntanse al estudiante 10 frases que empiezan "Me pregunto. . . ," en las cuales aparecen las siguientes palabras (se una cada palabra en dos de las frases): cuándo, por qué, acerca de, si, dónde. El estudiante tiene que completar cada frase con otra frase suya personal. Conteo: 10 puntos en total; un punto por cada oración completa. (Criteria: 10 puntos.)

Evaluation

Learner is presented with 10 "Me pregunto . . ." fragments which include 2 each of the following words: cuándo, por qué, acerca de, si, dónde. Learner is instructed to complete each of the fragments with a personally relevant phrase. Scoring: 10 points total; 1 point for each sentence completion. (Criterion: 10 points.)

2.2

Al tener a mano una hoja impresa con la frase "Soy . . . ," el estudiante apuntará 10 adjetivos o sustantivos que describen quién es dentro de 10 minutos, llenando todos los espacios en blanco.

Given a printed sheet with the fragment, "Soy . . . ," the learner will write 10 adjectives or nouns that describe who s/he is in 10 minutes with all blanks completed.

Evaluación

Preséntase al estudiante una hoja impresa con diez líneas que empiezan con la palabra "Soy. . . ." El estudiante tiene que completar cada línea con una frase personal apropiada.

Evaluation

Learner is presented with a printed sheet of 10 lines, each of which begins "Soy. . . ." Learner is instructed to complete each fragment with a personally relevant phrase.

*3.0

Parte I--Al tener a mano una lista de 20 partidas, tangibles como también intangibles, el estudiante las partirá entre 5 categorías: importantísimo, muy importante, importante, menos importante, no importante así con 2 para la primera categoría, 4 para la segunda, 8 para la tercera, 4 para la cuarta, y 2 para la última categoría, dentro de 10 minutos, habiendo partido todas las partidas.

Parte II--Al tener a mano una lista de 20 partidas, tangibles como también intangibles, a través de una conversación con otro estudiante de 10 minutos, el estudiante partirá las partidas entre las categorías correspondientes a las de las declaraciones orales con 80% de exactitud.

Part I--Given a list of 20 items, tangible and intangible, the learner will sort them into 5 categories: importantísimo, muy importante, importante, menos importante, no importante, with 2 into the first category, 4 in the second, 8 in the middle, 4 into the fourth, and 2 into the last category, in 10 minutes with all items sorted.

Part II--Given a list of 20 items, tangible and intangible, and a 10 minute conversation with another student, the learner will sort each item into categories matching the oral statements of the students with 80% accuracy.

Evaluación

Parte I--Preséntase al estudiante una lista de 20 partidas para partir entre una distribución normal, importantísimo, muy importante, menos importante, no importante, con 2 para la primera categoría, 4 para la segunda, 8 para la tercera, 4 para la cuarta, y 2 para la última. Conteo: 20 puntos en total; un punto por cada partida.

Parte II--Preséntase al estudiante una lista de 20 partidas, tangibles como también intangibles, dirigiéndole a partirlas todas según la información averiguada por medio de una entrevista con otro alumno. Conteo: 20 puntos en total; un punto por cada partida que corresponde a la categoría designada por los otros estudiantes. (Criteria: 16 puntos.)

Evaluation

Part I--Learner is presented with a list of 20 items and is instructed to sort the items into a normal distribution: Importantísimo, muy importante, importante, menos importante, no importante, with 2 into the first category, 4 into the second, 8 into the middle, 4 into the fourth, and 2 into the last category. Scoring: 20 points total; 1 point for each item sorted into a category with no more than the designated number of items into the category.. (Criterion: 16 points.)

Part II--Learner is presented with a list of 20 items, tangible and intangible, and is instructed to completely sort the items according to information obtained from an interview with another student. Scoring: 20 points total; 1 point for each item which matches the category assignment of the other students. (Criterion: 16 points.)

3.1

Al tener a mano una escala para indicar actitudes, encabezada "Creo que Soy", y compuesta de 10 adjetivos con sus antónimos al polar opuesto, separados por 5 puntos en la escala, y cada uno seguido por 4 categorías para indicar la importancia personal que tenga, desde "importantísimo" hasta "no importante," el estudiante pondrá una "X" en cada escala para indicar cómo él siente personalmente sobre sí mismo (a), llenado todas las escalas dentro de 10 minutos y escribir una de las cuatro palabras que expresa la importancia personal de la escala.

Given an attitude scale with the heading Creo que soy and 10 bipolar adjectives at opposite ends of a 5 point scale, each followed by 4 categories to indicate personal important of the adjective factors ranging from importantísimo hasta no importante, the learner will place an "X" on each scale to indicate how s/he feels about him/herself personally with all ratings completed in 10 minutes and write one of the four words to indicate personal importance of the scale.

Evaluación

Preséntase al estudiante el siguiente formulario para calificar las actitudes que él siente hacia sí mismo, colocando una "X" en uno de los cinco espacios en blanco que se encuentran entre de cada adjetivo y su antónimo.

	Creo que soy	
amigable	__ __ __ __ __	no amigable
liberal	__ __ __ __ __	no liberal
popular	__ __ __ __ __	no popular
inteligente	__ __ __ __ __	no muy inteligente
activo	__ __ __ __ __	pasivo
idealístico	__ __ __ __ __	práctico
bien parecido	__ __ __ __ __	no bien parecido
religioso	__ __ __ __ __	no religioso
afortunado	__ __ __ __ __	no afortunado
atlético	__ __ __ __ __	no atlético

El estudiante también tiene que escribir una de las siguientes 4 palabras a la par de cada partida para indicar cúan importante considere dicha característica: importantísimo, muy importante, menos importante, no importante. Conteo: 20 puntos en total; un punto por cada "X" y un punto por cada indicación del grado de importancia que sienta respecto a cada partida. (Criteria: 20 puntos.)

Evaluation

Learner is presented with the rating form and is instructed to mark an "X" on 1 of the 5 spaces to indicate how s/he feels about him/herself. Learner is also instructed to write one of the following 4 words beside each item to indicate how important s/he feels this characteristic is: importantísimo, muy importante, menos importante, no importante. Scoring: 20 points total; 1 point for each "X" and 1 point for indicating the degree of importance of each item. (Criterion: 20 points.)

3.2

Al tener a mano una gráfica en forma circular, más una lista de actividades diarias, el estudiante preparará la gráfica dividiéndola y calificando cada sección según el tiempo que se pase llevando a cabo cada actividad; terminará la tarea dentro de 10 minutos.

Given a circle graph and daily activities list, the learner will subdivide it, graph it, and label each segment according to the amount of time spent on daily, habitual activities in 10 minutes with all of the activities included.

Evaluación

Preséntase al estudiante una gráfica en forma circular, más los siguientes marbetes: dormir, la escuela, el trabajo, los amigos, la familia, las tareas, solo, y otro. El estudiante tiene que completar la gráfica. Conteo: 8 puntos en total; un punto por cada marbete puesta en la gráfica. (Criteria: 8 puntos.)

Evaluation

Learner is presented with a copy of a circle graph and the labels: dormir, las escuela, el trabajo, los amigos, la familia, las tareas, solo, y otro. Learner is instructed to complete the graph. Scoring: 8 points total; 1 point for each label graphed. (Criterion: 8 points.)

*4.0

Parte I--Al tener a mano una lista de 10 actividades, el estudiante indicará cúales actividades prefiere hacer solo y cúales prefiere hacer con una o más personas con todas las actividades indicadas.

Parte II--Al tener a mano una lista de 10 actividades, de las cuales 10 se podría llevar a cabo solo y de las otras 10 se podría llevar a cabo con una o más personas, el estudiante entrevistará a otra persona para averiguar cúales actividades le gusten y cúales no le gusten, apuntando sus respuestas para después redactar un párrafo donde se hace un resumen comparando los gustos y los disgustos de los dos; con 90% de exactitud.

Part I--Given a list of 10 activities, the learner will label each one to indicate whether s/he prefers to perform the activity alone or with another person with all the activities labeled.

Part II--Given a list of 10 activities that could either be carried out alone or with another person, the learner will interview another person to learn his/her preferences and record his/her responses, plus write a paragraph summary comparing the interviewer's and interviewee's preferences, all items compared, with 90% accuracy.

Evaluación

Parte I--Preséntase al estudiante una lista de las siguientes actividades: Escuchar música, cantar, ir al cine, jugar naipes, comer en un restaurante, estudiar, ir de compras, viajar, ir a un museo, pasear por el parque. El estudiante tiene que indicar cúales actividades prefiere hace solo y cúales prefiere hacer con una o más personas. Conteo: 10 puntos en total; un punto por cada actividad calificada. (Criteria: todas las actividades calificadas.

Parte II--Preséntase al estudiante una lista de 10 actividades (véase la Parte I arriba) para usar en una entrevista con otra persona al fin de averiguar y apuntar sus preferencias. Después de la entrevista, el estudiante tiene que redactar un resumen de un párrafo comparando sus preferencias respecto a todas las partidas. Conteo: 10 puntos en total; un punto por cada comparación. (Criteria: 9 puntos.)

Evaluation

Part I--Learner is presented with list of the following activities: escuchar música, cantar, ir al cine, jugar naipes, comer en un restaurante, estudiar, ir de compras, viajar, ir a un museo, pasear por el parque. Learner is instructed to indicate which activities s/he prefers to perform alone and which s/he prefers to perform with 1 or more persons. Scoring: 10 points total; 1 point for each item marked "Solo(a)" or "Con otra persona." (Criterion: all activities labeled.)

Part II--Learner is instructed to interview another person and record his/her preferences for all the activities. After completing the interview, learner is instructed to write a paragraph which includes a comparison of preferences between self and interviewee, including all activities. Scoring: 10 points possible; 1 point for each written statement of comparison. (Criterion: 9 points.)

4.1

Al tener a mano una lista de 10 pares de dos actividades distintas, el estudiante redactará declaraciones

personales indicando su perferencia en cuanto a cada actividad, y usando el siguiente formulario: "Me gusta __________ más que me gusta __________."

Given a list of 10 pairs of 2 different activities, the learner will write personal statements which indicate preference for 1 activity over the other, using the form, "Me gusta __________, más me gusta __________." with all statements completed.

Evaluación

Presentanse al estudiante las siguientes pares de actividades:

(1) ir de compras, ir a la playa
(2) vivir en los Estados Unidos, vivir en la América del Sur
(3) cantar, bailar
(4) leer textos académicos, leer novelas
(5) cocinar, comer
(6) esquiar, nadar
(7) jugar al tenis, jugar al baloncesto
(8) escribir poemas, escribir prosa
(9) mirar la televisión, escuchar el radio
(10) correr, caminar

El estudiante tiene que redactar una declaración de preferencia personal usando el formulario: "Me gusta __________, más que me gusta __________." Conteo: 10 puntos total; un punto por cada declaración hecha. (Criteria: 10 puntos.)

Evaluation

Learner is presented with the pairs of activities. Learner is instructed to write a statement of personal preference in the form, Aunque me gusta tomar el té, prefiero el café. Scoring: 10 points total; 1 point for each statement completed. (Criterion: 10 points.)

4.2

Al tener a mano una lista de 10 pares de dos características personales distintas, el estudiante redactará una declaración de preferencia personal indicando cúal característica prefiere, usando el formulario "Aunque me gustan las personas inteligentes, me gustan más las personas generosas."; terminará todas las declaraciones.

Given a list of 10 pairs of 2 different personality characteristics, the learner will write a personal preference statement which indicates preference for one type of person over another by using the form, Aunque me gustan las personas inteligentes, me gustan más las personas generosas., with all statements completed.

Evaluación

Preséntanse al estudiante las siguientes pares de características personales: altas/bajas, calladas/habladoras, rubias/castañas, gordas/flacas, pasivas/activas, idealistas/prácticas, tristes/felices, estrictas/liberales, ricas/pobres. El estudiante tiene que redactar una declaración de preferencia personal para cada par usando el siguiente formulario: "Aunque me gustan . . . (véase 4.2). Conteo: 10 puntos en total; un punto por cada declaración terminada. (Criteria: 10 puntos.)

Evaluation

Learner is presented with the following pairs of personal characteristics: altas/bajas, calladas/habladoras, rubias/castañas, gordas/flacas, pasivas/activas, idealistas/prácticas, and tristes/felices, estrictas/liberales, ricas/pobres. Learner is instructed to write a statement of personal preference in the form, Aunque me gustan . . . (see 4.2). Scoring: 10 points total; 1 point for each completed statement. (Criterion: 10 points.)

*5.0

Al escuchar seis grabaciones de diálogos entre 2 o 3 personas quienes hablan 2 o 3 líneas cada una, de los cuales tres se tratan de situaciones en que un inmigrante o turista se encuentra de el estudiante identificará cúales son los tres diálogos que se tratan de extrañamiento, y cuales son que no se tratan de ello; dentro de 10 minutos con 100% de exactitud.

Given 6, taped dialogue segments, 2 or 3 speakers with 2 or 3 lines each, only 3 dialogues describe an immigrant/tourist alienation situation, learner will identify the 3 dialogues depicting alienation and the 3 nonalienated situations in 10 minutes with 100% accuracy.

Evaluación

Preséntanse al estudiante seis diálogos grabados, más las transcripciones correspondientes. El estudiante tiene que calificar a diálogo según se trate o de un Extrañamiento Latinoamericano o de un Extrañamiento Norteamericano. Conteo: 6 puntos en total; un punto por cada diálogo correctamente calificado. (Criteria: 5 puntos.)

Evaluation

Learner is provided with a taped dialogue and transcript of 6 segments. Learner is instructed to label each either Extrañamiento Latinoamericano or Extrañamiento Norteamericano. Scoring: 6 points total; 1 point for each correctly labeled dialogue. (Criterion: 5 points.)

*6.0

Parte I--Al tener a mano una lista de 6 situaciones, el estudiante calificará a cada una de acuerdo con que si se sentiría Cómodo o Incómodo en ella. La tarea se hará dentro de 10 minutos con un mínimo de 90% de los espacios en blanco llenos.

Parte II--Al tener 10 minutes para una entrevista, más una lista de 6 situaciones, el estudiante entrevistará a otra persona con el fin de averiguar en cúales situaciones la persona se sentiría cómoda y en cúales se sentiría incómoda, para después redactar un resumen de las semejanzas y diferencias entre las dos listas. La tarea se hará con 88% de exactitud.

Part I--Given a list of 6 location/situations, the learner will label each situation to indicate whether s/he feels comfortable or uncomfortable in 10 minutes with at least 90% of the blanks completed.

Part II--Given 10 minutes for an interview and a list of 6 locations/situations, the learner will interview another person to determine in which situations the person feels comfortable and in which situations the person feels uncomfortable and summarize the similarities and differences between the interviewer's list and the interviewee's list with 88% accuracy.

Evaluación

Parte I--Preséntanse al estudiante 6 situaciones para calificar Cómodo o Incómodo según como se sentiría en ellas. Conteo: 6 puntos en total; un punto por cada situación calificada. (Criteria: 5 puntos.)

Parte II--Preséntanse al estudiante grabaciones de diálogos que se tratan de los siguientes 6 temas: Una persona se encuentra en la sala de espera de un hospital pidiendo el número del cuarto de un paciente que quisiera visitar, pero realiza bastantes problemas al hacerse entendido; Una persona se encuentra en un taxi intentando comunicar con el taxista, pero no goza de mucho éxito; Un cliente de un restaurante intenta clarificar su pedido con el salonero; Una persona acompaña a su amigo quien ésta visitando a un pariente que se pone alegre al conocer al visitante y se le pregunta sobre su trabajo, su familia, etc.; Una persona se encuentra en el banco tratando de cambiar un cheque, pero al encontrar dificultades con el idioma el cajero le pregunta al cliente si hable español, y cuando le dice que sí, él continúa la conversación en español; Un latinoamericano o un Norteamericano asiste a una fiesta donde se disfruta mucho, pués considera la ocasión una oportunidad para practicar el segundo idioma. El estudiante tiene que calificar a cada diálogo de acuerdo con que si se trate de extrañamiento o no. Conteo: 6 puntos en total; un punto por cada diálogo correctamente calificado. (Criteria: 6 puntos.)

Evaluation

Part I--Learner is provided with 6 locations/situations and instructed to label the situations as cómoda or incómoda. Scoring: 6 points total; 1 point for each situation labeled. (Criterion: 5 points.)

Part II--Learner is presented with taped dialogue segments with the following 6 themes: person in hospital waiting room requests room number of patient s/he wishes to visit, but has trouble making him/herself understood; person in taxi trying to communicate with driver, but is not having much success; restaurant patron tries to clarify menu order with waiter; person accompanies friend who is visiting a relative, relative is glad to meet visitor and asks him/her about job, family, etc.; person in bank tries to cash check but has language barrier problems, bank clerk asks customer if s/he speaks Spanish as first language, customer says, yes, so bank clerk continues conversation in Spanish; Latin American or North American attends party where s/he is a language minority but s/he enjoys him/herself very much and sees the situation as an opportunity to practice his/her second language skills. Learner is instructed to label each dialogue as Alienation or Non-Alienation. Scoring: 6 points total; 1 point for each correctly labeled dialogue. (Criterion: 6 points.)

5.1

Al tener a mano seis párrafos de 3 o 4 oraciones cada uno, seleccionados de la literatura hispana, de los cuales tres decribe un inmigrante o migrante latino en una situación de extrañamiento mientras los otros tres lo describe en una situación cómoda, el estudiante calificará los párrafos correctamente dentro de 10 minutos con 100% de exactitud.

Given 6, 3-4 sentence paragraphs taken from literature, 3 describing a latino migrant/immigrant in an alienation situation and 3 describing a belongingness and community, learner will label the paragraphs correctly in 10 minutes with 100% accuracy.

Evaluación

Preséntanse al estudiante 6 párrafos seleccionados de la literature hispana. El estudiante tiene que calificar cada ejemplo según sea el tema de o no extrañamiento. Conteo: 6 puntos en total; un punto por cada párrafo correctamente calificado. (Criteria: 6 puntos.)

Evaluation

Learner is presented with 6 paragraphs selected from Spanish literature. Learner is instructed to label each sample according to the theme as alienation and non-alienation. Scoring: 6 points total; 1 point for each correctly labeled paragraph. (Criterion: 6 points.)

5.2

Al tener a mano 10 descripciones de problemas, de los cuales 5 son de conflictos de índole general, y 5 son de conflictos típicos para el migrante o el inmigrante que no habla inglés, el estudiante distinguirá los dos tipos dentro de 15 minutos, con 90% de exactitud.

Given 10 problematical statements, 5 pertaining to general life conflicts and 5 pertaining to life conflicts unique to non-English-speaking migrants/immigrants, the learner will distinguish between the two types in 15 minutes with 90% accuracy.

Evaluación

Preséntanse al estudiante una lista de 10 problemas preparada por el maestro, más una hoja impresa con dos columnas encabezadas Migrante/Inmigrante y Toda Persona. El estudiante tiene que colocar cada problema en la columna apropiada. Conteo: 10 puntos en total; un punto por cada problema correctamente calificada. (Criteria: 9 puntos.)

Evaluation

Learner is presented with a list of 10 problems prepared by the teacher and a printed sheet with 2 columns titled Migrant/Immigrant and All People. Learner is instructed to write each problem into the correct column.

Scoring: 10 points; 1 point for each term correctly entered. (Criterion: 9 points.)

5.3

Al escuchar a seis diálogos grabados, en los cuales figuran 3 o 4 participantes con 2 o 3 líneas cada uno--3 diálogos se tratan de un migrante/inmigrante latinoamericano en una situación de extrañamiento, y 3 se tratan de un turista norteamericano en una situación de extrañamiento--el estudiante clasificará cada diálogo según su categoría dentro de 10 minutos con 90% de exactitud.

Given 6, taped, dialogue segments, composed of 3 to 4 speakers with 2 or 3 lines each--3 segments describe a Latin American migrant/immigrant in an alienation situation and 3 segments describe a North American tourist in an alienation situation, the learner will classify 3 dialogues into each category in 10 minutos with 90% accuracy.

Evaluación

Preséntanse al estudiante 6 situaciones y el mando de entrevistar a otra persona para averiguar en cuales situaciones se sentiría cómoda y cuales incómoda. Después tiene que redactar un resumen de un párrafo anotando las semejanzas y las diferencias que existen entre sus calificaciones y las de la persona entravistada. Conteo: 12 puntos en total; un punto por cada situación calificada, y un punto por cada declaración de semejanza o de diferencia que coincida con la información apuntada. (Criteria: 10 puntos.)

Evaluation

Learner is provided with 6 location/situations and is instructed to interview another person and determine in which situations/locations the person feels comfortable and uncomfortable. Learner is then instructed to write a one paragraph summary of the interview listing similarities and differences between interviewer's rating of self and the results of the interview. Scoring: 12 points total; 1 point for each situation/location classified, and one point for each statement of similarity or difference which matches the recorded information. (Criterion: 10 points.)

GLOBAL OBJECTIVE: Express and Find Out Emotional Attitudes

TASK(competency): 1.0 Identify wants and wishes.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I--Given 5 columns labeled: Mañana, La semana que viene, El mes que viene, El año que viene, and En cinco años, the learner will list at least 3 things in each column that s/he wants to possess, tangible or intangible, or that s/he wants to do, in 10 minutes with at least 90% of the blanks completed. Part II--Given 10 minutes to conduct an interview and 5 columns labeled: Mañana, La semana que viene, El mes que viene, El año que viene, and En cinco años, the learner will interview another student and complete the form for the other person with each of the blanks completed; and summarize the similarities and differences between the learner's listing for self and the interviewer's in 1 paragraph with 90% accuracy.	-Have each student develop a list of "wants and wishes" statements and then transform each statement into a "will" statement; for example, "I want to get a job" is changed to "I will get a good job." -Write a number of the common-to-the-group "will" statements on the board and have the group repeat them aloud in unison.

EVALUATION

Part I--Learner is provided with 5 columns labeled as cited above and is instructed to list 3 things in each column. Scoring: 15 points total; 1 point for each blank completed. (Criterion: 13 points.)

Part II--Learner is provided with 5 columns labeled as cited above and is instructed to interview another student and complete form for the other students. Learner is then instructed to write a 1 paragraph summary of the interview listing similarities and differences for each category. Scoring: 30 points total; 1 point for completing each blank for partner and 1 point for each statement of similarity or difference which matches the recorded information. (Criterion: 27 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
tangible entrevista resumen fragmento terminación deseo		-Clarification of wants and wishes in a structured setting may serve as a basis for realistic goal setting.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Temas y Diálogos, pp. 18-19	vis	2
Supportive Instructional Materials		
Values Clarification	vis	62

GLOBAL OBJECTIVE: Express and Find Out Emotional Attitudes

TASK(competency): 2.0 Identify image of self.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I--Given the following 10 incomplete statements, tape recorded: Me siento enfermo cuando. . . ; No me gusta. . . ; Me gusta. . . ; Me siento feliz cuando. . . ; Me preocupo de. . . ; Realmente no me importa. . . ; Tengo miedo de. . . ; Me asusto cuando. . . ; Si no me quieres. . . ; Me pongo nervioso al. . . ; the learner will anonymously tape record his/her response to each of the statements in 10 minutes with all of the statements completed.	-Give students pictures of different animals. Have each learner pick the animal that s/he most likes and tell why he/she picked the particular animal. -Have students pretend they are Spanish Conquistadores. Give them a dittoed sheet of paper showing a shield outline. Have students draw in 3 symbols which they feel would identify themselves personally. -Give students dittoed pictures of gravestones and have each student write his/her epitaph.

EVALUATION

Part I--Learner is presented with a tape, recorded by an unfamiliar voice, of incomplete statements, each followed by a pause. Learner is instructed to listen to each incomplete statement and then to record his/her completion of the statement during the pause which follows the original fragment. (Each learner will need an individual tape.) Scoring: 10 points total; 1 point for each completed statement recorded. (Criterion: 10 points.)

Part II--Learner is presented with a completed, anonymous tape of sentences, see Part I, and is instructed to write 1 paragraph which compares each of his/her completions with those of the taped speaker. Scoring: 10 points total; 1 point for each statement of comparison which matches the taped speaker with the writer. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
egoísta el yo ser preguntarse juego de papel anónimo concepto imagen empatía comparar adjetivo nombre sustantivo positivo negativo		-The teacher should constantly reinforce what the student can do rather than can't do to help the students develop a more positive image of self.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
[illegible], pp. 11-12	[illegible]	[illegible]
[illegible], pp. 81-87	vis	13
dittoed shield, gravestone, and drawing materials	kin	
pictures of animals	vis	

Supportive Instructional Materials	Modality	Bibliography
Values Clarification	vis	62

GLOBAL OBJECTIVE: Express and Find Out Emotional Attitudes

TASK(competency): 3.0 Identify personal values

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a list of 20 items, tangible and intangible, the learner will sort them into 5 categories: importantísimo, muy importante importante, menos importante, no importante, with 2 in the first category, 4 in the second, 8 in the middle, 4 in the fourth, and 2 in the last category, in 10 minutes with all items sorted. Part II--Given a list of 20 items, tangible and intangible, and a 10 imnute conversation with another student, the learner will sort each item into categories matching the oral statements of the student with 80% accuracy.	-Have students make a list of all the things they would do if they had only one year to live. Then have them modify the list for six months, one month, one day.

EVALUATION

Part I--Learner is presented with a 20 item list and is instructed to sort items into a normal distribution: importantísimo, muy importante, importante, menos importante, no importante, with 2 in the first category, 4 in the second, 8 in the middle, 4 in the fourth, and 2 in the last category. Scoring: 20 points total, 1 point for each item sorted into a category if designated distribution is maintained. (Criterion: 16 points.)

Part II--Learner is presented with a 20 item list, tangible and intangible, and is instructed to sort the items according to information obtained from an interview with another student. Scoring: 20 points total, 1 point for each item which matches the category assignment of the other student. (Criterion: 16 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
valor poseer arreglar hipótesis modificar cómodo contrastar con gráfica de círculo designar costumbre		-The teacher unfamiliar with use of values clarifications strategies may profitably add Values Clarification to his/her professional library.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Cuentos Puerterriqueños de Hoy, pp. 57-76	vis.	46
Temas y Diálogos, pp. 41-42	vis.	2
Supportive Instructional Materials		
Values Clarification	vis.	62

GLOBAL OBJECTIVE: Express and Find Out Emotional Attitudes

TASK(competency): 4.0 Identify, likes, dislikes, and preferences

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
I--Given a list of 10 activities, the learner will label each one to indicate whether s/he prefers to perform the activity alone or with another person with all the activities labelled. II--Given a list of 10 activities that could either be carried out alone or with another person, the learner will interview another person to learn his/her preferences and record his/her responses, plus write a paragraph summary comparing the interviewer's and interviewee's preferences, all items compared, with 90% accuracy.	-Have learners, working in dyads, make a common list of 10 favorite activities. Have the students separate and individually rank the activities of the common list, 1 to 10, like to dislike. Then reassemble the dyads and have them compare individual rankings of each item. For each activity that students ranked differently, have them make comparative statements in the form "Aunque me gusta __________, me gusta más __________."

EVALUATION

I--Learner is presented with list of the following activities: escuchar música, cantar, ir al cine, jugar naipes, comer en un restaurante estudiar, ir de compras, viajar, ir a un museo, pasear por el parque. Learner is instructed to indicate which activities s/he prefers to perform alone and which s/he prefers to perform with 1 or more persons. Scoring: 10 points total, 1 point for each item marked "Solo (a)" or "Con otra persona." (Criterion: All activities labelled.)

II--Learner is instructed to interview another person and record his/her preferences for all activities. After completing the interview, learner is instructed to write a paragraph which includes a comparison of preferences between self and interviewee, including all activities. Scoring: 10 points possible, 1 point for each written statement of comparison. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
gustos simpatías preferencias predilicciones aversiones antipatías compilar		-It may be insightful for the class to draw conclusions about their preferences for solo or group activities which may help them make more intelligent decisions about types of work environments they would find most satisfying.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Temas y Diálogos, pp. 126-127	vis.	2
Supportive Instructional Materials		
Values Clarification	vis.	62

GLOBAL OBJECTIVE: Express and Find Out Emotional Attitudes

TASK(competency): 5.0 Identify feelings of alienation

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given 6, taped dialogue segments, 2 or 3 speakers with 2 or 3 lines each, only 3 dislogues describe an immigrant/tourist alienation situation, learner will identify the 3 dialogues depicting alienations and 3 non-alienated situations in 10 minutes with 100% accuracy.	-Have learners report on their impressions or feelings about the mainland U.S.A. when they initially arrived. Ask which feelings are the same and which have changed. -Have learners work in dyads to develop a role playing exercise which includes an Anglo-American tourist in a Spanish speaking country in a shop with a native speaker. Learners may present their skits to the class. Learners may develop the same theme for a new Spanish speaking migrant/immigrant/visitor to the mainland U.S.A. -Have learners listen to contemporary music or read poetry that carries themes of alienation. Ask learners if their feelings correspond to the situation depicted in the music or poetry.

EVALUATION
Learner is presented with taped, dialogue segments with the following 6 themes: visitor in hospital waiting room requests room number of patient s/he wishes to visit, but has trouble making him/herself understood; rider in taxi trying to communicate with driver, but without much success; restaurant patron tries to clarify menu order with waiter; person accompanies family, etc.; customer in bank tries to cash check but has language barrier problems, bank clerk inquires if Spanish is the customer's first language, customer says yes, and clerk continues conversation in Spanish; Latin American or North American attends party where s/he is in a language minority but enjoys him/herself very much and sees the party as an opportunity to practice second language skills. Learner is instructed to label each dialogue as Alienation or Non-alienation. Scoring: 6 points total, 1 point for each correctly labelled dialogue. (Criterion: 6 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
crisol inmigrante migrante alejamiento aceptación singular conflicto diálogo sentido de communidad sala de espera paciente obstáculo cliente cajero minoría		-Many times students may have unconscious feelings of alienation; in order to aleviate them, the students must first be able to identify the feelings before they can develop coping strategies.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Cuentos Puerterriqueños de Hoy, pp. 201-215; 231-238	vís.	46
Supportive Instructional Materials		
Workbook in Everyday Spanish, pp. 156-158	vis.	4

GLOBAL OBJECTIVE: Express and Find Out Emotional Attitudes

TASK(competency): 6.0 Identify feelings of fear and apprehension

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I--Given a list of 6 locations/situations, the learner will label each situation to indicate whether s/he feels comfortable or uncomfortable in 10 minutes with at least 90% of the blanks completed. Part II--Given 10 minutes to interview and a list of 6 locations/situations, the learner will interview another person to determine which situations the person finds comfortable or uncomfortable and summarize the similarities and differences between the interviewer's list and the interviewee's list with 88% accuracy.	-Have each student write on 5 index cards 5 things they are afraid of or situations in which they feel uncomfortable. Collect cards. Have a student reach each card while another writes a composite list on board. Keep tally of fears. Then have students suggest possible consequences of the feared events if they actually occurred. Follow each consequence with a list of consequences so the point of possible insignificance is reached. Ask students who have overcome fears listed on board to share their methods for overcoming the fear--if they wish to volunteer.

EVALUATION

Part I--Learner is provided with 6 locations/situations and instructed to label them as cómoda or incómoda. Scoring: 6 points total, 1 point for each situation labelled. (Criterion: 5 points.)

Part II--Given 10 minutes to interview and a list of 6 locations/situations, learner is instructed to interview another person and determine in which situations/locations the person feels comfortable and uncomfortable. Learner is then instructed to write a 1 paragraph summary of the interview, listing similarities and differences between interviewer's rating of self and the results of the interview. Scoring: 12 points total, 1 point for each situation/location classified, and 1 point for each statement which matches recorded information. (Criterion: 10 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
aprehensión miedo temer		-Sometimes role playing or acting out the feared situation in the classroom may help students perform in the real situation with a little more confidence.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Temas y Diálogos, pp. 63-64 index cards	vis. kin.	2
Supportive Instructional Materials		
Values Clarification	vis.	62

ESPAÑOL

Expresar y Definir Actitudes Morales y Modos de Comportamiento Socialmente Aceptados
Global Objective: Express and Find Moral Attitudes and Socially Acceptable Behavior

TAREA:
TASKS:

1.0 Identificar creencias sobre lo correcto y lo incorrecto*
Identify beliefs about right and wrong

2.0 Identificar modos de comportamientos socialmente aceptados*
Identify socially acceptable behavior

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*Sólo para los objetivos primarios correspondientes a cada tarea indicada con el asterisco (*) se han desarrollado planes de lecciones, mientras se ha limitado a enumerar los sub-objetivos juntos con los procedimientos de evaluación en las páginas que siguen.

The primary objective for each of the above tasks has been expanded into a classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

EXPRESAR Y DEFINIR ACTITUDES MORALES Y MODOS DE COMPORTAMIENTO SOCIALMENTE ACEPTADOS:

Sub-Objetivos

EXPRESS AND FIND OUT MORAL ATTITUDES AND SOCIALLY ACCEPTABLE BEHAVIOR:

Sub-Objectives

*1.0

I--Al tener a mano una lista de lo situaciones y acciones, el estudiante calificará 5 acciones que cree correctas, y 5 que cree incorrectas, dentro de 10 minutos con todas las situaciones calificadas.

Parte IIa--Al tener 10 minutos para llevar a cabo una entrevista, una hoja impresa con dos columnas encabeazdas "correcto" y "incorrecto," más una lista de las 10 situaciones y acciones citadas en el 1.0--I, el estudiante entrevistará a otro estudiante para apuntar sus respuestas a las preguntas; despúes, radactará un resumen de un párrafo comparando las semejanzas y diferencias que existan entre las respuestas de los dos, con 90% de las respuestas incluídas.

I--Given a list of 10 situations and actions, the learner will label 5 actions that s/he believes to be right and 5 actions s/he believes to be wrong in 10 minutes with all the situations/actions labelled.

Part II--Given 10 minutes, 2 columns labelled correcto and incorrecto, and a list of the 10 situations and actions cited in 1.0-II, the learner will interview another student and record the answers to the questions; then the learner will compare the similarities and differences in a 1 paragraph summary with 90% of the responses included.

Evaluación

Preséntase al estudiante una hoja impresa con las siguientes situaciones y acciones citadas: una persona famélica roba comida de una bodega; una persona famélica con una pistola roba una bodega; una mujer soltera tiene un aborto; una mujer casada tiene un aborto sin el consentimiento del esposo; al entrar a la casa de una persona un escalador sin armas está herido por una arma de fuego; una person borracha maneja un coche; una person roba comida de una bodega para dársela a una persona hambrienta; una persona insulta a otra que le insultó a su esposa; una mujer toma píldoras anticonceptivas; un hombre es el padre de unos niños ilegítimos. El estudiante tiene que calificar a cada declaración como correcta o incorrecta. Conteo: 10 puntos en total; un punto por cada declaración calificada.

Evaluación

Preséntase al estudiante la lista de las 10 situaciones que aparecen en el 1.0--I, y se le manda a entrevistar a otro estudiante para determinar cuales situaciones el otro considere correctas y cuales incorrectas; después, se tiene que redactar un resumen de un párrafo comparando las respuestas de los dos. Conteo: 20 puntos en total; un punto por apuntar cada respuesta de la persona entrevistada, y un punto por cada comparación. (Criteria: 18 puntos.)

Evaluation

Learner is presented with a printed sheet citing the situations and actions. Learner is instructed to label each statement as either correcto or incorrecto. Scoring: 10 points total, 1 point for each statement labelled.

Evaluation

Learner is provided with a list of the 10 statements from 1.0-II and is instructed to interview another student to determine which of the situations the other student feels is right and which is wrong; then learner is instructed to write a 1 paragraph summary of the interview comparing the responses for self with the responses from the interviewee. Scoring: 20 points, 1 point for recording each response of the interviewee and 1 point for each comparative sentence of right and wrong. (Criterion: 18 points.)

1.1

Al tener a mano una hoja impresa con la frase, "Jamás no es correcto . . . ," el estudiante completará la frase 10 veces, con un mínimo de 80% de la tarea terminada.

Given a printed sheet with the fragment, Jamás no es correcto . . . , the learner will write completion to 10 examples with at least 80% of the statements completed.

Evaluación

Preséntase al estudiante la frase "Jamás no es correcto" impresa 10 veces seguida siempre con líneas en blanco. El estudiante tiene que redactar otra frase que resulte en una oración completa indicando actividades que él considera siempre incorrectas. Conteo: 10 puntos en total, un punto por cada oración completa. (Criteria: 8 puntos.)

Evaluation

Learner is presented with the phrase, "Jamás no es correcto" on 10 lines followed by blanks. Learner is instructed to write a phrase which completes the sentence to indicate activities that s/he feels are always wrong. Scoring: 10 points total, 1 point for each sentence completed. (Criterion: 8 points.)

*2.0

Al tener a mano una lista de 10 actividades, el estudiante indicará con la señal o las actividades que sólo serían aceptables socialmente para la hombre, y con la señal o ellas que sólo serían aceptables socialmente para la mujer. La tarea se hará dentro de 15 minutos con 80% de exactitud.

Given a list of 10 activities, the learner will mark an ♂ for the activities which would only be socially acceptable for a man and an ♀ for activities which would only be socially acceptable for a woman in 15 minutes with 80% accuracy.

Evaluación

Preséntase al estudiante una hoja impresa con una lista de las siguientes actividades: caminar en un parque durante la noche; tomar bebidas alcóholicas solo en un bar; tomar bebidas alcóholicas solo en la casa; cumplir con el servicio de combate en una división de las Fuerzas Armadas; pasar la noche en la casa de una persona del sexo opuesto; lavar los platos mientras otras personas están en la casa; llorar; expresar temor; mostrar falta de fuerza física; mostrar demasiada preocupación en la apariencia física. El estudiante tiene que indicar con la señal ♂ las actividades apropiadas para los hombres, y con la señal ♀ la actividades apropiadas para las mujeres. Conteo: 10 puntos en total; un punto por cada actividad correctamente calificada. (Criteria: 8 puntos.)

Evaluation

Learner is presented with a printed sheet which lists the activities. Learner is instructed to mark an ♂ for those activities appropriate for men and ♀ for those activities appropriate for women. Scoring: 10 points total, 1 point for each correctly labelled activity. (Criterion: 8 points.)

GLOBAL OBJECTIVE: Express and Find Out Moral Attitudes and Socially Acceptable Behavior

TASK(competency): 1.0 Identify Beliefs About Right and Wrong

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
I--Given a list of 10 situations and actions, the learner will label 5 actions that s/he believes to be right and 5 actions s/he believes to be wrong in 10 minutes with all the situations/actions labelled. II--Given 10 minutes, 2 columns labelled correcto and incorrecto, and a list of the 10 situations and actions cited in 1.0--I, the learner will interview another student and record the answers to the questions; then the learner will compare the similarities and differences in a 1 paragraph summary with 90% of the responses included.	-Have learners generate a list of things they feel are morally worng. Then have them examine the list to ascertain if there are any countries where the behavior listed might be acceptable. The teacher should offer exception for other cultures with which s/he is familiar. -Have class generate a list of sins or vices and write it on board. Have class vote on the worst offense. -Give learners a list of common moral prohibitions and ask them to indicate where they first learned was morally wrong--church, school, teacher, parents or family, or friends.

EVALUATION

I--Learner is presented with a printed sheet citing the following situations and actions: una persona famélica roba comida de una bodego; una persona famélica con una pistola roba una bodega: una mujer soltera tiene un aborto; una mujer casada tiene un aborto sin el consentimiento del esposo; al entrar a la casa de una persona, un escalador sin armas está herido por una arma de fuego; una person borracha maneja un coche; una person roba comida de una bodega para dársela a una persona hambrienta; una persona asalta a otra que le insultó a su esposa; una mujer toma píldoras anticonceptivas; un hombre es el padre de unos niños ilegítimos. Learner is instructed to label each statement as either correcto or incorrecto. Scoring: 10 points total, 1 point for each statement labelled.

II--Learner is provided with a list of the 10 statements from 1.0--I and is instructed to interview another student to determine which of the situations the other student feels is right and which is wrong; then learner is instructed to write a 1 paragraph summary of the interview comparing the responses for self with the responses from the interviewee. Scoring: 20 points, 1 point for recording each response of the interviewee and 1 point for each comparative sentence of right and wrong. (Criterion: 18 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
apropiado correcto incorrecto justo decidir ilegítimo pena capital		-Helping learners see that many moral attitudes are culturally relative may produce more tolerance of differences they perceive in other individuals and societies.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Cinco Maestros, pp. 247-255	vis.	13
Supportive Instructional Materials		
Values Clarification	vis.	62

GLOBAL OBJECTIVE: Express and Find Out Moral Attitudes and Socially Acceptable Behavior

TASK(competency): 2.0 Identify socially acceptable behavior

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a list of lo activities the learner will mark an ♂ for the activities which would only be socially acceptable for a man and an ♀ for activities which would only be socially acceptable for a woman in 15 minutes with 80% accuracy.	-Give each student a set of 20 cards, each card naming a different socially acceptable or non-acceptable behavior; ask students to sort the cards into 2 stacks, acceptable and unacceptable behavior. Ask students to further divide each stack into acceptable and unacceptable according to their homeland and mainland U.S.A. Have students share their sorting to delineated common classifications of behaviors. -Give students a similar set of cards but use no references to male or female, instead use "person," for example "a person drinking in a bar alone." Have students sort this deck for appropriate behaviors for males and females.

EVALUATION

Learner is presented with a printed sheet which lists the following activities: caminar en un parque durante la noche; tomar bebidas alcóholicas solo en un bar; tomar bebidas alcóholicas solo en la casa; cumplir con el servicio de combate en una división de las Fuerzas Armadas; pasar la noche en la casa de una persona del sexo opuesto; lavar los platos mientras otras personas están en la casa; llorar; expresar temor; mostrar falta de fuerza física; mostrar demasiada preocupación en la apariencia física. Learner is instructed to mark an ♂ for those activities appropriate for men and a ♀ for those activities appropriate for women. Scoring: 10 points total, 1 point for each correctly labelled activity. (Criterion: 8 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
comportamiento social aceptable/admisible montón juego		-Cultural contrasts may be helpful for students to develop more tolerance of others, different from themselves. Discussion of "cultural democarcy" vs. "melting pot" philosophy may be appropriate here.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Cuentos Puertorriqueños, pp. 33-52	vis.	48
Encuentros Culturales, pp. 10, 16, 35	vis.	63
Dirección Tacuba, pp. 33-36; 84-87	vis.	30
index cards	kin.	
Supportive Instructional Materials		
Values Clarification		62

ESPAÑOL

Lograr lo que se Proponga
Global Objective: Get Things Done

TAREA:
TASKS:

1.0 Aconsejar a otros lo que deben hacer*
Advise others to do something

2.0 Mandar o dirigir a otros hace algo*
Instruct or direct others to do something

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*Sólo para los objetivos primarios correspondientes a cada tarea indicada con el asterisco (*) se han desarrollado planes de lecciones, mientras que se ha limitado a enumerar los sub-objetivos juntos con los procedimientos de evaluación en las páginas que siguen.

The primary objective for each of the above tasks has been expanded into a classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

LOGRAR LO QUE SE PROPONGA:

Sub-Objetivos

GET THINGS DONE:

Sub-Objectives

*1.0

Al tener a mano información sobre un problema común, más una lista de cinco personas afectadas por el problema, el estudiante hará una declaración directa a cada persona aconsejándole cómo deba proceder, y usando el tratamiento socialmente correcto, con 90% de exactitud.

Given a common problem situation and a list of 5 persons affected by the problem, learner will make a direct statement to each person and advise him/her on a course of action, using an appropriate form of address, with 90% accuracy.

Evaluación

Preséntase al estudiante la información de que las siguientes personas tienen resfríos y están estornudando: su maestro, un buen amigo, un conocido, la persona a la par en un ascensor, un pariente cercaco. El estudiante tiene que aconsejar a cada persona qué sería la acción más apropiada de tomar, usando el tratamiento social apropiada para la persona. Se puede grabar los consejos, o bién dárselos al maestro quien tomaría el papel de cada persona aconsejada. Conteo: 10 puntos en total, un punto por cada consejo, y un punto por cada tratamiento socialmente correcto. (Criteria: 9 puntos.)

Evaluation

Learner is informed the following persons have colds and are sneezing: his/her teacher, a good friend, an acquaintance, the person next to him/her in the elevator, a close relative. Learner is instructed to advise each person on a course of appropriate action, using a form of address applicable to the status of the person. Advice may be taped or given to the instructor in a role play situation. Scoring: 10 points total, 1 point for each piece of advice and 1 point for each correct form of address. (Criterion: 9 points.)

1.1

Al escuchar una grabación de 10 peticiones para consejos habiéndose declarado cúales son los problemas, el estudiante responderá a cada petición con un consejo apropiado para cada situación, con 90% de exactidud.

Given 10, oral requests for advice which include a statement of the problem as well, the learner will respond to each request with appropriate advice for situations with 90% accuracy.

Evaluación

Preséntase al estudiante una grabación que incluye las 10 peticiones siguientes: (1) yo quisiera trabajar en una oficina hispana. ¿Puede Ud. sugerir en qué oficinas tendré la oportunidad de trabajar como una secretaria bilingüe? (2) No comprendo estos formularios que me han enviado la universidad. ¿Quién podría ayudarme traducirlos? (3) Necesito un buen diccionario de español/inglés. ¿Puede Ud. sugerir uno? (4) Me duele el diente. ¿Puede recomendar un buen dentista? (5) Me han asaltado mi casa. ¿Qué tengo que hacer? (6) Yo quisiera estudiar el inglés como segundo idioma. ¿Dónde puedo encontrar tal programa? (7) Dejé perdida mi bolsa en el autobús. ¿Quién debo de llamar? (8) Yo quisiera trabajar pero tengo niños que me necesitan. ¿Cuáles centros del cuido de niños conoce Ud. en Boston? (9) Yo quisiera comprar un paisaje de avión a Puerto Rico. ¿A quién puedo llamar para comprarlo? (10) Yo quisiera una licencia de manejo de automóvil. ¿Qué tengo que hacer? El estudiante tiene que ofrecer consejos para cada situación. Conteo: 10 puntos en total, un punto por cada consejo apropiadamente expresado. (Criteria: 9 puntos.)

Evaluation

Learner is presented with a tape recording citing the 10 requests. Learner is instructed to offer advice for each situation. Scoring: 10 points total, 1 point for each piece of appropriately phrased piece of advice. (Criterion: 9 points.)

*2.0

Al tener a mano una tarjeta de 4 X 6 con un diseño compuesto de un círculo, un cuadrado, y un triángulo, todo conectado con dos líneas, y hecho con la ayuda de una guía IBM del plan de trabajo (IBM Flow-charting template), el estudiante dará instrucciones a otra persona para que reproduzca el misno diseño, obteniendo un promedio de 7.5 puntos de unos 10 puntos posibles por el dibujo.

Given a 4 x 6 card carrying a design consisting of a circle, square, and triangle connected by two lines selected from an IBM flow-charting template, the learner will instruct another person on how to reproduce the design, obtaining an average of 7.5 on a 10 point drawing.

Evaluación

Preséntase al estudiante una tarjeta de 4 X 6 con un diseño de modelo en ella. Se le proporcionan un lápiz, en espacio donde dibuja que mide el mismo tamaño que el modelo, y una guía IBM del plan de trabajo (IBM Flow-charting template). Se le manda al estudiante darle instucciones a otra persona para que reproduzca el mismo modelo. Conteo: 10 puntos en total para cada dibujo terminado por un grupo de oyentes; 2 puntos por cada uno de las 3 figuras--un punto si la forma sea correcta y un punto si la posición sea correcta--y 2 puntos por cada línea--un punto si la línea toque los puntos correctos en las figuras y un punto si la línea sea de la mismas longitud que la del modelo, sin más de 1/4 pulgada de equivocación. (Criteria: un promedio de 7.5 puntos comparado con el grupo de participantes.)

Evaluation

Learner is given a 4 x 6 card with a model design. The listener is provided with a pencil, a drawing space the same size as the model, and an IBM flow-charting template. Learner is directed to give instructions for identically reproducing the model. Scoring: 10 points total for each drawing completed by a group of listeners; 2 points for each of the 3 figures--1 point for each correct figure and 1 point for each correct position of the figures--and 2 points for each line--1 point if line's ends touch the correct points on the figures and 1 point if the line is the same length as the model, with no more than 1/4 inch error. (Criterion: an average of 7.5 points from the group of listeners.)

2.1

Al escuchar 10 instrucciones sencillas para la ubicación de varias secciones y divisiones en una hoja de papel, el estudiante dibujará correctamente todas las áreas con 100% de exactitud.

Given 10, simple, oral instructions for location of sections and directional divisions on a sheet of paper, the learner will correctly mark the areas with 100% accuracy.

Evaluación

Preséntanse al estudiante las siguientes instrucciones: (1) Dibuje un cuadrado de dos pulgadas de ancho a cada lado. (2) Dibuje un círculo pequeño en el centro del cuadrado. (3) Dibuje un triángulo pequeño debajo del círculo. (4) Encima del círculo haga un punto. (5) A la derecha del círculo dibuje un cuadrado pequeño. (6) A la izquierda del círculo dibuje otro círculo. (7) Conecte los dos círculos por una línea derecha. (8) Ponga una "X" dentro del círculo a la derecha. (9) Dibuje un círculo alrededor del cuadrado pequeño. Después de cada paso habrá una pausa de 30 segundos. Conteo: 9 puntos en total; un punto por cada paso hecho según las instrucciones. (Criteria: 9 puntos.)

Evaluation

Learner is presented with each of the 10 instructions. After each step there is a 30 second pause. Scoring: 9 points total, 1 point for each instruction correctly followed. (Criterion: 9 points.)

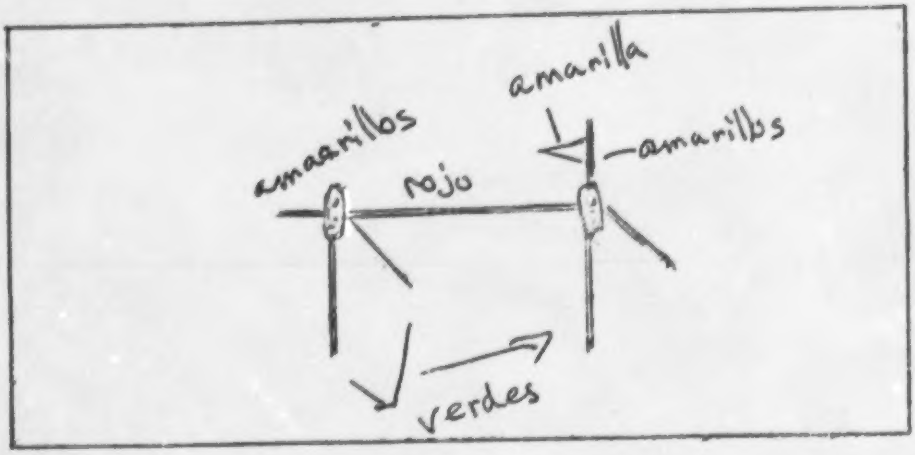
2.2

Al tener a mano un modelo compuesto de 10 partes, el estudiante dará instrucciones orales a otra persona de tal manera que se podrá reproducir el mismo modelo con 90% de exactitud.

Given a 10 component model a learner will orally instruct another person to construct the model so that the listener reproduces the model with 90% accuracy.

Evaluación

Preséntase al estudiante el dibujo de un modelo. Un compañero tiene todas las partes necesarias para asemblar el modelo en el dibujo. No hay ningún límite de tiempo. No debe haber ningún contacto visual entre el estudiante y su compañero (el constructor); todas las preguntas y respuestas tienen que ser verbales. Conteo: 10 puntos en total; un punto por cada parte correctamente colocada. (Criteria: 10 puntos.)



Evaluation

Learner is presented with a picture of a model. A partner has all the necessary parts to assemble the pictured object. There is no time limit. Learner and constructor must have no visual contact; all questions and answers must be verbal. Scoring: 10 points total, 1 point for each correctly placed component. (Criterion: 10 points.)

2.3

Al tener un punto de partida, un destino definido en un edificio, más una señal adhesivo, el estudiante señalará el destino con la señal y después redactará direcciones para que otro pueda viajar del punto de partida hasta el destino para recoger la señal dentro de 5 minutos.

Given a point of origin, a definite destination in the building and an adhesive symbol, the learner will mark the destination with the symbol and then write explicit route instructions so another person can travel from the point of origin to the destination and retrieve the symbol in 5 minutes.

Evaluación

El maestro debe llevar al estudiante del punto de partida hasta un lugar en el edificio. Se le manda al estudiante señalar el lugar con una señal adhesiva, y después redactar las direcciones de la ruta. Entonces esas direcciones se le entregan a otro estudiante quien al seguirlas puede encountrar la señal. El estudiante original no puede dar ningunas indicaciones ni verbales ni visuales al segundo estudiante. Conteo: "Aprobado" si al seguir las instrucciones se regoja la señal. (Criteria: "Aprobado.")

Evaluation

Teacher should lead learner from a point of origin to a destination in the building. Learner is instructed to mark the destination with an adhesive symbol and then to write route directions. These directions are then handed to another person who is able to locate the symbol if s/he correctly follows the directions. Learner may not give any verbal or visual clues to the second person. Scoring: "Pass" for instructions resulting in the retrieval of the symbol. (Criterion: "Pass.")

2.4

Al tener a mano un mapa de las calles, con los puntos cardenales (N. S. E. O.) anotados, y con una "X" indicando la ubicación de la casa o la oficina que se supondría ser del estudiante, el mismo estudiante redactará direcciones de cómo llegar por automóvil a dicho lugar ("X") partiendo de cinco bocacalles centrales distintas en el mapa, con 80% de exactitud al seguirse las direcciones otra persona.

Given a street map labelled N., S., E., and O., and a designation named as the learner's simulated office or home, the learner will write directions for traveling by automobile to the location from 5 central intersections on the map with 80% accuracy when instructions are followed by another person.

Evaluación

Preséntase el estudiante un mapa preparado por el maestro, con un lugar señalado con una "X" para indicar la ubicación del estudiante, más 5 bocacalles numeradas. El estudiante tiene que redactar las direcciones para poder llegar en automóvil al punto "X" partiendo de las 5 bocacalles. Cuando se haya terminado la redacción de las direcciones, se las entregarán a otra persona quien a su vez las leerá para entonces dibujar la ruta de nuevo en un mapa en blanco. Conteo: 5 puntos en total; un punto por cada descripción de una ruta que sirve. (Criteria: 4 puntos.)

Evaluation

Learner is presented with a teacher prepared map which is marked with an X to indicate learner's location and 5, numbered intersections. Learner is instructed to write route directions from the intersections to the X location for a person traveling by auto. After learner writes directions another person will read them and draw a route on a blank map. Scoring: 5 points total, 1 point for each description for a good route. (Criterion: 4 points.)

GLOBAL OBJECTIVE: Get Things Done

TASK(competency): 1.0 Advise others to do something

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a common problem situation and a list of 5 persons affected by the problem, learner will make a direct statement to each person and advise him/her on a course of action, using an appropriate form of address, with 90% accuracy.	-Have each student write on a card a problem which they feel is common to Latinos in their locality. Collect the cards. Write the problems on the board and have the class offer advice. -Give the student a letter such as might appear on a newspaper reader/adviser column. Have each student write an answer to the letter. Then have the students read their answers to the class. -Have students role play a situation in which different people of different status and relationship to the students have a common problem. Have four students line up with a title identifying themselves as a teacher, a parent, a family member, a classmate. Have the other students walk by each student role playing the different characters. As each student walks by, the character is instructed to state that they have a problem such as, "My feet hurt." All characters have the same problems. Students offer advice to each.

EVALUATION

Learner is informed the following persons have colds and are sneezing: his/her teacher, a good friend, an acquiantance, the person next to him/her in the elevator, a close relative. Learner is instructed to advise each person on a course of appropriate action, using a form of address applicable to the status of the person. Advice may be taped or given to the instructor in a role play situation. Scoring: 10 points total, 1 point for each piece of advice and 1 point for each correct form of address. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
avisar aviso modo manera grado tono volumen íntimo posición de autoridad afectar dirigir sugerencia sugerir		-Provide students with ample opportunity to use different language forms and strategies for offering advice in different situations with different status relationships to the learner.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
index cards	vis.	
labels for role play	vis.	
advice letter	vis.	
Supportive Instructional Materials		
Teacher Training Pack for a Course on Cultural Awareness	vis.	51
Non-Verbal Communication	vis.	50

GLOBAL OBJECTIVE: Get Things Done

TASK(competency): 2.0 Instruct or direct others to do something.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a 4 x 6 card carrying a design consisting of a circle, square, and triangle connected by two lines selected from an IBM flow-charting template, the learner will instruct another person on how to reproduce the design, obtaining an average of 7.5 on a 10 point drawing.	-Draw a large circle on the board and label it with the 4 basic directions, N, S, E, O, and ask one student to stand facing it. Ask another student to give directions according to the circle on the board, so that the other student follows the directions. For example, "Dar la vuelta al este," etc. Now have the students imagine that they are instructing someone who is not a peer, for example, that they are instructing a customer of the company where they work. Role play situations in which one student is a client looking for an office and the other student is giving directions. Play the Treasure Hunt game in which the students seek symbols in the building by following the written or oral directions of another student. One student is taken to a location in the building which is marked with a piece of tape with the student's initials. Student writes the directions for another person to find his/her location and to return the tape with the initials.

EVALUATION
Learner is given a 4 x 6 card with a model design. The listener is provided with a pencil, a drawing space the same size as the model, and an IBM flow-charting template. Learner is directed to give instructions for identically reproducing the model. Scoring: 10 points total for each drawing completed by a group of listeners; 2 points for each of the 3 figures--1 point for each correct figure and 1 point for each correct position of the figures--and 2 points for each line--1 point if line's ends touch the correct points on the figures and 1 point if the line is the same length as the model, with no more than 1/4 inch error. (Criterion: an average of 7.5 points from the group of listeners.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
modelo construir este oeste norte sur encima adentro al lado palito componente volver abajo símbolo adhesivo cuadrado de ancho línea derecha carrete		-Although students may speak a language fluently they still need practice to produce accurate directions and instructions.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
adhesive symbols _Cinco Maestros_, pp. 138-146	kin. vis.	13
Supportive Instructional Materials		

ESPAÑOL

Alfabetizar
Global Objective: Alphabetize

TAREA:
TASKS:

1.0 Alistar documentos para archivarse alfabeticamente
Arrange items in alphabetical order for filing

2.0 Valerse de materiales alfabeticamente presentados, ej. el diccionario, la guía telefónica, etc.*

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*Sólo para los objetivos primarios correspondientes a cada tarea indicada con el asterisco (*) se han desarrollado planes de lecciones, mientras se ha limitado a enumerar los los sub-objetivos juntos con los procedimientos de evaluación en las páginas que siguen.

The primary objective for each of the above tasks has been expanded into a classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

ALFABETIAZR: Sub-Objetivos

ALPHABETIZE: Sub-Objectives

*1.0

Al tener a mano 25 palabras presentadas en 5 conjuntos de 5 palabras que comienzan con las mismas dos primeras letras, el estudiante numerará las palabras en secuencia alfabética dentro de 3 minutos con 100% de exactitud.

Given 25 words, 5 sets of 5 words, each beginning with the same first 2 letters, the learner will number the words in alphabetical sequence with 100% accuracy in 3 minutes.

Evalución

Preséntase al estudiante una hoja impresa con 25 palabras--5 conjuntos de 5 palabras arregladas en 5 columnas con un espacio en blanco despúes de cada palabra. El estudiante tiene que numerar cada conjunto para indicar la secuencia alfabética. Conteo: 25 puntos en total; un punto por cada palabra correctamente numerada. (Criterion: 25 puntos)

Evaluation

Learner is presented with a printed sheet with 25 words, 5 sets of words arranged in 5 columns with a blank beside each word. Learner is instructed to number each set to indicate the alphabetical sequence. Scoring: 25 points total, 1 point for each word correctly numbered. (Criterion: 25 points.)

1.1

Al tener a mano 3 conjuntos de 5 palabras, de los cuales el primero se compone de palabras que comienza con las letras RE, el segundo con las letras MA, y el tercero con las letras ES, el estudiante numerará las palabras en cada conjunto para indicar la secuencia alfabêtica con 100% exactitud dentro de 3 minutos. (Criteria: 15 puntos.)

Given 3 sets of 5 words, the first set beginning with RE, the second set beginning with MA, and the third set beginning with ES, the learner will number the words in each set in alphabetical order with 100% accuracy in 3 minutes.

Evaluación

Preséntase al estudiante una hoja impresa con 15 palabras, 3 conjuntos de 5 palabras cada uno. El primer conjunto consiste de palabras que comienzan con las letras RE, las palabras del segundo conjunto comienzan con las letras MA, y las palabras del tercer conjunto comienzan con las letras ES. El estudiante tiene que numerar cada conjunto para indicar la secuencia alfabética. Conteo: 15 puntos en total; un punto por cada palabra correctamente numerada. (Criteria: 15 puntos.)

Evaluation

Learner is presented with a printed sheet with 3 sets of words, with 5 words in each one. The first set of words all begin with RE, the second set of words all begin with MA, and the third set of words all begin with ES. Learner is instructed to number each set to indicate the alphabetical sequence. Scoring: 15 points total, 1 point for each word correctly numbered. (Criterion: 15 points.)

1.2

Al tener a mano una lista de 10 palabras comerciales, el estudiante las arreglará en orden alfabético según la letra inicial con 90% de exactitud.

Given a list of 10 business words, the learner will write the words in initial letter alphabetical order with 90% accuracy.

Evaluación

Preséntanse al estudiante estas 10 palabras: dividendo, distribución, acción, administración, jubilarse, socio,reclamación, recaudo, liquidarse, instalación. El estudiante tiene que arreglar esas palabras en orden alfabético. Conteo: 10 puntos en total; un punto por cada palabra correctamente ordenada. (Criteria: 10 puntos.)

Evaluation

Learner is presented with these 10 words: dividendo, distribución, acción, administración, jubilarse, socio, reclamación, recaudo, liquidarse, instalación. Learner is instructed to write the words in alphabetical order. Scoring: 10 points total, 1 point for each word correctly written. (Criterion: 10 points.)

Evaluación

Preséntase al estudiante una hoja impresa con 15 palabras, 3 conjuntos de 5 palabras cada uno. El primer conjunto consiste de palabras que comienzan con las letras RE, las palabras del segundo conjunto comienzan con las letras MA, y las palabras del tercer conjunto comienzan con las letras ES. El estudiante tiene que numerar cada conjunto para indicar la secuencia alfabética. Conteo: 15 puntos en total; un punto por cada palabra correctamente numerada. (Criteria: 15 puntos.)

Evaluation

Learner is presented with a printed sheet with 3 sets of words, with 5 words in each one. The first set of words all begin with RE, the second set of words all begin with MA, and the third set of words all begin with ES. Learner is instructed to number each set to indicate the alphabetical sequence. Scoring: 15 points total, 1 point for each word correctly numbered. (Criterion: 15 points.)

1.2

Al tener a mano una lista de 10 palabras comerciales, el estudiante las arreglará en orden alfabético según la letra inicial con 90% de exactitud.

Given a list of 10 business words, the learner will write the words in initial letter alphabetical order with 90% accuracy.

Evaluación

Preséntanse al estudiante estas 10 palabras: dividendo, distribución, acción, administración, jubilarse, socio, reclamación, recaudo, liquidarse, instalación. El estudiante tiene que arreglar esas palabras en orden alfabético. Conteo: 10 puntos en total; un punto por cada palabra correctamente ordenada. (Criteria: 10 puntos.)

Evaluation

Learner is presented with these 10 words: dividendo, distribución, acción, administración, jubilarse, socio, reclamación, recaudo, liquidarse, instalación. Learner is instructed to write the words in alphabetical order. Scoring: 10 points total, 1 point for each word correctly written. (Criterion: 10 points.)

*2.0

Al tener a mano los nombres de 5 compañías sacados de las páginas clasificadas ("páginas amarillas") de un directorio telefónico publicado para una comunidad de habla española, el estudiante encontrará el número de teléfono correspondiente a cada nombre, apuntándolos dentro de 5 minutos con 100% de exactitud.

Given the names of 5 companies from the telephone directory yellow pages of a Spanish-speaking locale, learner will locate the name and record the telephone number for each company in 5 minutes with 100% accuracy.

Evaluación

Preséntanse al estudiante la sección de páginas clasificadas ("páginas amarillas") de un directorio telefónico publicado para una comunidad de habla española, más una lista de los numbres de 5 compañías sequidos por un espacio en blanco para apuntar el número de teléfono correspondiente. El estudiante tiene que encontrar el número de teléfono de cada compañía. Conteo: 5 puntos en total; un punto por cada número de teléfono correctamente apuntado. (Criteria: 5 puntos.)

Evaluation

Learner is presented with a yellow pages telephone directory of a Spanish-speaking locale and 5 company names with a blank next to each for recording the phone number. Learner is instructed to locate the telephone number for each company. Scoring: 5 points total, 1 point for each correct telephone number recorded. (Criterion: 5 points.)

2.1

Al tener a mano los nombres y apellidos de 10 personas sacados de un directorio telefónico local, de los cuales 5 apellidos son latinoamericanos y 5 son angloamericanos, el estudiante encontrará los nombres y apuntará sus números de teléfono dentro de 10 minutos con 90% de exactitud.

Given the first and last names of 10 persons taken from a local telephone directory, 5 with Spanish surnames and 5 with Enlgish surnames, learner will locate the names and record the telephone numbers in 10 minutes with 90% accuracy.

Evaluación

Preséntase al estudiante una hoja impresa con 10 nombres sacados de las páginas blancas un directorio de teléfono--cinco con apellidos latinoamericanos y cinco con apellidos angloamericanos. El estudiante tiene que encontrar y apuntar los números de teléfono correctos. Conteo: 10 puntos en total, un punto por cada número correctamente apuntado. (Criteria: 9 puntos.)

Evaluation

Learner is presented with a printed sheet with 10 names taken from the white pages of a telephone directory, 5 with Spanish surnames and 5 with English surnames, learner is instructed to locate and record the telephone number for each name. Scoring: 10 points total, 1 point for each telephone correctly recorded. (Criterion: 9 points.)

2.2

Al tener a mano los nombres de 10 personas tomados de las páginas blancas de un directorio telefónico publicado para una comunidad de habla española (ej. San Juan, Puerto Rico), el estudiante ordenará los nombres en secuencia alfabética con 90% de exactitud dentro de 5 minutos.

Given 10 names taken for the white pages of a telephone directory of a Spanish-speaking locale, e.g., San Juan, Puerto Rico, learner will arrange the names in alphabetical sequence with 90% accuracy in 5 minutes.

Evaluación

Preséntanse al estudiante 10 nombres tomados de las páginas blancas de un directorio publicado para una comunidad de habla española, mandándole a ordenarlos en secuencia alfabética. Conteo: 10 puntos en total; un punto por cada nombre correctamente alfabetizada. (Criteria: 9 puntos.)

Evaluation

Learner is presented with 10 names taken from the white pages of a telephone directory of a Spanish-speaking locale and is instructed to alphabetize the names. Scoring: 10 points total, 1 point for each correctly placed name. (Criterion: 9 points.)

2.3

Al tener a mano un diccionario inglés/español, más

10 preguntas sobre la ubicación de ciertas secciones de letras, el estudiante se valdrá de las palabras guías para contestar a cada pregunta con 90% de exactitud.

Given an English-Spanish dictionary and 10 questions about page location of letter/sections, the learner will use the guide words to answer each of the questions with 90% accuracy.

Evaluación

Preséntanse al estudiante preguntas que requieren que se apunten los números de las páginas con que se comienzan y terminan 5 secciones alfabéticas, más 5 preguntas sobre la ubicación de ciertas palabras en un diccionarrio español/inglés. El estudiante tiene que contestar cada pregunta con 90% de exactitud. Conteo: 10 puntos en total, un punto por cada número de página correcto. (Criteria: 9 puntos.)

Evaluation

Learner is presented with questions which require the learner to write the page numbers for the beginning and ending of 5 alphabet sections and 5 questions about the location of specific words in a Spanish-English dictionary. Learner is instructed to answer each of the questions with 90% accuracy. Scoring: 10 points, 1 point for each correct page number. (Criterion: 9 points.)

GLOBAL OBJECTIVE: Alphabetize

TASK(competency): 1.0 Arrange items in alphabetical order for filing

PRIMARY TASK OBJECTIVE

Given 25 words, 5 sets of 5 words, each beginning with the same first 2 letters, learner will number the words in alphabetical sequences with 100% accuracy in 3 minutes.

INSTRUCTIONAL METHODS

- -Have one student pronounce a letter of the alphabet; asks others in class to name the preceding and following letters.
- -Ask students to say the alphabet backwards.
- -Write 2-letter clusters, all having the same initial letter, on the board (bo, be, etc.) and ask students to rank them by alphabetic sequence. Then write 3-letter clusters on board (bio, bie, etc.) and alphabetize.
- -Give students some surnames on index cards and ask them to alphabetize the cards.
- -Ask students to arrange themselves alphabetically, by last names, around the walls of the classroom.

EVALUATION

Learner is presented with a printed sheet with 25 words, 5 sets of words arranged in 5 columns with a blank beside each word. Learner is instructed to number each set to indicate the alphabetical sequence. Scoring: 25 points total, 1 point for each word correctly numbered. (Criterion: 25 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
alfabetizar/poner en orden alfabético al revés letra inicial archivar números ordinales primero segundo, etc.		Although students will probably know the alphabet, they may not know how to arrange words in alphabetical sequence when the initial letters are the same.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Español: Material Para el Hispano, pp. 21-26	vis	16
Supportive Instructional Materials		
Diccionario Escolar de la Lengua Española	vis	25
Prácticas de Oficina, pp. 161-175	vis	18
Curso Práctico de Archivo	vis	34

GLOBAL OBJECTIVE: Alphabetize

TASK(competency): 2.0 Use reference materials arranged alphabetically, e.g., dictionary, telephone directory, etc.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given the names of 5 companies from a telephone directory yellow pages of a Spanish-speaking locale, learner will locate the name and record the phone number for each company in 5 minutes with 100% accuracy.	-Have students look up each letter in a Spanish-Spanish dictionary and record the first page number. -Have students look up telephone numbers of several companies in the white pages. -Have students look up telephone number of several people in the white pages. -Have students look up names of people that are arranged according to their state of residence in their addresses. -Have students look up their own names, or of someone they know, in the directory and write down the names that precede and follow theirs. -Have students look up words in the Diccionario de Sinónimos in order to find synonyms.

EVALUATION

Learner is presented with a yellow pages telephone directory of a Spanish-speaking locale and 5 company names with a blank next to each for recording the phone number. Learner is instructed to locate the phone number for each company. Scoring: 5 points total, 1 point for each correct phone number recorded. (Criterion: 5 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
guía telefónica diccionario estado de residencia materias de referencia compañía nombre apellido		Help students develop strategies for speed which is increased by use of guide words and ability to divide the alphabet into halves and quarters.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Diccionario Escolar de la Lengua Española	kin/vis	25
Telephone Directories	kin/vis	
Diccionario de Sinónimos	kin/vis	24
Supportive Instructional Materials		

ESPAÑOL

Valerse de los Medios de Telecomunicación
Global Objective: Use Telecommunications

TAREA:
TASKS:

1.0 Enviar y apuntar mensajes*
Send and record messages

2.0 Identificar el uso apropiado del teléfono*
Identify proper telephone etiquette

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*Sólo para los objetivos primarios correspondientes a cada tarea indicada con el asterisco (*) se han desarrollado planes de lecciones mientras que se ha limitado a enumerar los sub-objetivos juntos con los procedimientos de evaluación en las páginas que siguen.

*The primary objective for each of the above tasks has been expanded into a classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

VALERSE DE LOS MEDIOS DE TELECOMUNICACIÓN:

Sub-Objetivos

USE TELECOMMUNICATIONS:

Sub-Objectives

*1.0

Al tener a mano un mensaje escrito en español dando aviso de una letra de crédito, el estudiante lo reducirá a la forma de telegrama suprimiendo palabras no esenciales, y convertiendo otras en abreviaturas, para despúes transmitirla (pero no de verdad) a la Western Union deletreándola y leyendo los números en inglés de tal manera que una "operadora" de habla inglesa puede reproducir el mensaje en forma escrita con 90% de exactitud.

Given a written message in Spanish which advises of a forthcoming letter of credit, the learner will reduce the message to telegraphic form by deleting/abbreviating non-critical words and transmit it by "simulation" to Western Union by spelling the reduction letter-by-letter and reading the numbers in English, so that a native English-speaking operator is able to reproduce the reduced message in written form with 90% accuracy.

Evaluación

Preséntase al estudiante el siguiente mensaje escrito:

15 de octubre de 1978
Señor Joaquín Santiago López
Banco de las Américas
Avenida de la Revolución 183
Bueno Aires, Argentina

Sepa que la senorita ANA LUCÍA CASTILLAS DE MEDINA, con número de pasaporte de los Estados Unidos de América FA113709358, les entregará una copia del presente y les ruego que le den toda clase de facilidades. Les autorizamos a que le entreguen hasta DOS MIL QUINIENTOS DOLARES ($2,500.00) que pueden cargar nuestra cuenta despúes de deducir sus costes. Tengan la bondad de ponernos un telegrama immediato al afectuar los pagos.

Atte., John Louis Davidson, Gerente Principal del Banco de Nueva York.

La supresión de las siguientes palabras se permitirán: de. 19, Sepa que la, con, los, América, les, una, y, ruego, le den, toda clase, facilidades, a, hasta, pueden, sus, tengan la bondad de, un, los, Atte., del. Las siguientes abreviaturas son acceptables: Sr., Bco., Avda., B.A., Srta., No., EE.UU., n/cta., inmto., oct., Gte. Prin., afect. Conteo: 53 puntos en total; un punto por cada palabra o numeral pronunciado de tal manera que una persona de habla inglesa puede reprodocir el mensaje reducido, en forma escrita. (Criteria: 47 puntos.)

Evaluation

Learner is presented with the written message. The following deletions are allowed: de, 19, Sepa que la, con, los, América, les, una, y, ruego, le, den, toda clase, facilidades, a, hasta, pueden sus, tengan, gondad, un, los, Atte., del. The following abbreviations are allowed: Sr., Bco., Avda., B.A., Srta., No., EE.UU., n/cta., inmto., oct., Gte. Prin., afect. Scoring: 53 points total, 1 point for each word/number pronounced so that a native English speaker is able to reproduce the reduced message in written form. (Criterion: 47 points.)

1.1

Al encontrarse con un teléfono de prácticas (*telephone assimilator*), y cinco situaciones distintas, el estudiante responderá a las siguientes: la persona quién le buscan no se encuentra, hay que traspasar la llamada a otro teléfono, hay que poner la llamada en "espera" (*hold*), hacer una cita, y tratar con una persona enojada. La tarea debe hacerse con 90% de exactitud.

Given a telephone assimilator, the learner will interact in 5 situations: person not at number, transfer call, hold, appointment, and an angry caller with 90% accuracy.

Evaluación

Preséntase el estudiante un teléfono de prácticas (*telephone assimilator*) y cinco situaciones, con el fin de que él tome el papel de un empleado atendiendo el teléfono de la compañía, mientras que otra persona tome el papel de quien está llamando. El que llama también tiene que calificar la habilidad del estudiante, quien debe contestar cada llamada dando el nombre de la compañía, preguntando "¿Le puedo ayudar?," y atendiendo a las siguientes situaciones: (1) Una persona llama para hablar con alguien que no se encuentra en la oficina; (2) La persona quiere hablar con alguien de otro departamento y entonces hay que traspasar la llamada; (3) Hay que poner la llamada en "esperas" (hold); (4) La persona quiere hacer una cita; (5) La persona se pone enojada porque no está la persona con quien quisiera hablar. Conteo: 15 puntos en total; un punto por cada vez que contesta bien el teléfono, y dos puntos por cada situación apropiadamente atendida según el juicio de la persona haciendo la llamada. (Criteria: 13 puntos.)

Evaluation

Learner is presented with a telephone assimilator, 5 situations, and is instructed to role play an employee answering a company phone, interacting with another speaker who will score the learner's performance. Learner is instructed to answer each call with the company's name and "¿Le puedo ayudar?" The 5 situations for evaluation are: (1) person calls to talk to someone who isn't there, (2) person wishes to talk to someone in another department and call must be transferred, (3) person needs to be put on hold, (4) person wishes to make an appointment, (5) person gets angry because the party s/he wishes to speak with isn't there. Scoring: 15 points total, 1 point for each correct answering of phone and 2 points for handling each situation appropriately as judged by the other speaker. (Criterion: 13 points.)

*2.0

Al escuchar una grabación de una recepcionista atendiendo 10 llamadas de teléfono, 5 en forma apropiada y 5 en forma inapropiada, el estudiante las identificará según se hubiesen atendido correctamente o incorrectamente, con 90% de exactitud.

Given tape recording of a receptionist handling 10 phone calls, 5 appropriately and 5 inappropriately, learner will identify those calls which were handled correctly and those which were not with 90% accuracy.

Evaluación

Preséntase al estudiante una grabación de una recepcionista demostrando cómo se atienden 5 llamadas de teléfono cortés y eficientemente, y otras 5 llamadas descortés y ineficientemente. El estudiante las identificará según dichas cualidades. Conteo: 10 puntos en total; un punto por cada llamada correctamente identificada. (Criteria: 9 puntos.)

Evaluation

Learner is presented with a tape recording of a receptionist role play of 10 phone calls; 5 demonstrate courteous and efficient handling of calls, 5 demonstrate impolite and inefficient handling of calls. Learner is instructed to indicate which stimuli depict efficiency and courtesy and which do not. Scoring: 10 points total, 1 point for each call correctly identified. (Criterion: 9 points.)

2.1

Al escuchar una grabación de una recepcionista atendiendo 4 llamadas de teléfono, más un formulario de mensajes completado para cada llamada, el estudiante las calificará según una lista de criteria, con 90% de exactitud.

Given a tape recording of a receptionist handling 4 phone calls and a message pad sheet completed for each call, the learner will evaluate the calls by using a checklist with 90% accuracy.

Evaluación

Preséntase al estudiante una grabación de una recepcionista atendiendo 4 llamadas de teléfono, las cuales tiene que calificar según la siguiente criteria: (1) el saludo; (2) nombre de la compañía dado; (3) "¿Le puedo ayudar?"; (4) el nombre de la persona llamada; (5) la fecha y hora de la llamada; (6) el nombre de la persona llamando; (7) la organización o afilicación de la persona llamando; (8) número de teléfono de la persona llamando; (9) el mensaje tomado. La primera llamada excluye las partidas 1, 2, 3, 6, 7; la segunda llamada incluye todas las partidas; la tercera llamada excluye las 1, 2, 3, 4, 5, 6; la cuarta llamada incluye las 1, 2, 3, 6, 7. Conteo: 28 puntos en total; un punto por cada partida correctamente señalada con una + (presente) o una - (ausente). (Criteria: 25 puntos.)

Evaluation

Learner is presented with a tape recording of a receptionist handling 4 phone calls and is instructed to score the receptionist according to: (1) greeting stated, (2) name of office given, (3) "¿Le puedo ayudar?", (4) name of person called, (5) date and time of call, (6) name of the caller, (7) organizational or institutional affiliation of caller, (8) telephone number of caller, (9) message taken. First call excludes items 1, 2, 3, 6, 7; second call includes 1-9; third call excludes 1-3 and 4-6; fourth call includes 1-3, 6, 7. Scoring: 28 points total; 1 point for each item correctly marked with a + (present) or a - (absent). (Criterion: 25 points.)

GLOBAL OBJECTIVE: Use Telecommunications

TASK(competency): 1.0 Send and record messages

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a written message in Spanish which advises of a forthcoming letter of credit, the learner will reduce the message to telegraphic form by deleting/abbreviation non-critical words and transmit it by simulation to Western Union by spelling the reduction letter-by-letter and reading numbers in English so a native speaking operator can reproduce it in written form with 90% accuracy.	-Place students into traids and have them interact as follcw: First student gives second a written message; second reduces message to telegraphic form and transmits it to a third student. Third reproduces an "original" message. Compare first and third students' "originals." Rotate roles until everyone has played all three roles.

EVALUATION

Learner is presented with the following written message:

15 de octubre de 1978
Señor Joaquín Santiago López
Banco de las Américas
Avenida de la Revolución 183
Buenos Aires, Argentina
Sepa que la senorita ANA LUCÍA CASTILLAS DE MEDINA, con número de pasaporte de los Estados Unidos de América FA113709358, les entregará una copia del presente y les ruego que le den toda clase de facilidades. Les autorizamos a que le entrguen hasta DCS MIL QUINIENTOS DOLARES ($2,500.00) que pueden cargar nuestra cuenta después de deducir sus ccstes. Tengan la bondad de ponernos un telegrama inmediato al afectuar los pagos.
Atte., John Louis Davidson, Gerente Principal del Panco de Nueva York.
The following deletions are allowed: de, 19, Sepa que la, con, los, América, les, una, y, ruego, le den, toda clase, facilidades, a, hasta, pueden sus, tengan, bondad, un, los, Atte., del. The following abbreviations are allowed: Sr., Bco., Avda., B.A., Srta., No., EE.UU., n/cta., inmto., cot., Gte. Princ., afect.
Scoring: 53 points total, 1 point for each word/number pronounced so that a native English speaker is able to reproduce the reduced message in written form. (Criterion: 47 points).

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
telegrama mandar telegrafiar How do you spell that, please? Would you please repeat that? "A" as in apple, etc.		

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Teletrainer	kin/aud	66
Supportive Instructional Materials		
Diccionario Escolar de la Lengua Española	vis.	25

GLOBAL OBJECTIVE: Use Telecommunications

TASK(competency): 2.0 Identify proper telephone etiquette

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a tape recording of a receptionist handling 10 telephone calls, 5 appropriately and 5 inappropriately, learner will identify those calls which were handled correctly and those which were not with 90% accuracy.	-Break class into triads; have students, using telephone assimilator, role play situations like the following: (1) Student #1 makes person-to-person call and party is not there, he leaves message with operator; (2) Student #1 calls #2 and is angry about a product purchase; (3) Student #1 calls for appointment. Student #3 will evaluate others in terms of methods of evaluation listed on back. Rotate roles.

EVALUATION

Learner is presented with a tape recording of a receptionist role-play of 10 phone calls; 5 demonstrate courteous and efficient handling of calls, 5 demonstrate impolite and inefficient handling of calls. Learner is instructed to indicate which stimuli depict efficiency and courtesy and which do not. Scoring: 10 points total, 1 point for each call correctly identified. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
¿Cuál es su nombre? ¿De parte de quién? ¿Quién habla? ¿Cómo se llama Ud.? ¿Le gustaría dejar un mensaje? larga distancia Quisiera hablar con... Me gustaría hacer una cita Podría hablar con... A sus órdenes buenos días buenas tardes ¿Cómo se deletrea...? ¿Cómo se escribe? Repita, por favor etiqueta		Students should practice language forms and speech patterns that communicate different degrees of politeness when using the telephone.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Teletrainer	kin/aud	66
Supportive Instructional Materials		
Diccionario Escolar de la Lengua Española	vis.	25

ESPAÑOL

Redactar Correspondencia Comercial
Global Objective: Write Business Correspondence

TAREA:
TASKS:

1.0 Dividir palabras por sílabas*
Divide words into syllables

2.0 Deletrear correctamente*
Spell correctly

3.0 Usar correctamente la puntuación y las mayúsculas*
Use punctuation and capitalization correctly

4.0 Usar correctamente el acento ortográfico*
Use accents correctly

5.0 Usar correctamente la abreviatura*
Use abbreviations correctly

6.0 Traducir la correspondencia*
Translate correspondence

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*Sólo para los objetivos primarios correspondientes a cada tarea indicada con el asterisco (*) se han desarrollado planes de lecciones mientras que se ha limitado a enumerar los sub-objetivos juntos con los procedimientos de evaluación en las páginas que siguen.

The primary objective for each of the above tasks has been expanded into a classroom methodology. Sub-objectives with evaluation procedures are listed on the following pages.

REDACTAR CORRESPONDENCIA COMERCIAL:

Sub-Objetivos

WRITE BUSINESS CORRESPONDENCE:

Sub-Objectives

*1.0

Parte I--Al tener a mano una lista de 10 palabras que contienen los diptongos de dos vocales fuertes ae, eo, oe, y ao, el estudiante las dividirá por sílabas dentro de 5 minutos con 90% de exactitud.

Parte II--Al tener a mano una lista de 10 palabras que contienen los diptongos de una vocal fuerte más una débil ia, ua, ie, io, ui, ai, el estudiante las dividirá por sílabas dentro de 5 minutos con 90% de exactitud.

Part I--Given a list of 10 words that contain the strong 2-vowel clusters: ae, eo, oe, and ao, learner will correctly divide the words into syllables in 5 minutes with 90% accuracy.

Part II--Given a list of 10 words that contain the strong-weak vowel clusters: ia, ua, ie, io, ui, ai, learner will correctly divide the words into syllables in 5 minutes with 90% accuracy.

Evaluación

Preséntanse al estudiante las siguientes 10 palabras: aéreo, poeta, erróneo, núcleo, faena, hectárea, náusea, neófito, roedor, balancear. El estudiante tiene que dividir cada palabra por sílabas indicando tal división por un diagonal (/). Conteo: 10 puntos en total; un punto por cada palabra correctamente silabeada. (Criteria: 9 puntos.)

Preséntanse al estudiante las siguientes 10 palabras: persiana, estátua, propiedad, extensión, mayoría, águila, queso, sexual, ensaimada, sabihondo. El estudiante tiene que dividir cada palabra por sílabas indicando tal división por un diagonal (/). Conteo: 10 puntos en total; un punto por cada palabra correctamente silabeada. (Criteria: 9 puntos.)

Evaluation

Learner is provided with the following 10 words: aéreo, poeta, erróneo, núcleo, faena, hectárea, náusea, neófito, roedor, balancear. Learner is instructed to divide each word into syllables by making a "/" between syllables. Scoring: 10 points total, 1 point for each word correctly divided into syllables. (Criterion: 9 points.)

Learner is provided with the following 10 words: persiana, estátua, propiedad, extensión, mayoría, águila, queso, sexual, ensaimada, sabihondo. Learner is instructed to divide each word by making a "/" between the syllables. Scoring: 10 points total, 1 point for each word correctly divided into syllables. (Criterion: 9 points.)

*2.0

Al tener a mano una lista de 30 palabras, de las cuales 15 están correctamente escritas, y 15 incorrectamente escritas, el estudiante identificará aquellas que están mal escritas, corrigiéndolas todas dentro de 20 minutos con 90% de exactitud.

Given a list of 30 words, 15 correctly spelled and 15 incorrectly spelled, learner will identify the misspelled words and write them with correct spelling in 20 minutes with 90% accuracy.

Evaluación

Preséntase al estudiante una lista de 30 palabras para encontrar aquellas que están mal escritas, señalándolas con una "X", y corrigiéndolas bien. Conteo: 30 puntos en total; un punto por identificar cada palabra incorrectamente escrita, y un punto por corregirla. (Criteria: 27 puntos.)

Evaluation

Learner is presented with a list of 30 words and is instructed to mark the misspelled with an X and to write them correctly. Scoring: 30 points total, 1 point for identifying each misspelled word and 1 point each for correct spelling. (Criterion: 27 points.)

2.1

Al tener una lista impresa de 10 palabras acompañadas de una presentación oral de las mismas, de las cuales 5 contienen el sonida de la doble r ("rr") y 5 contienen el sonido de la r ("r"), el estudiante las calificará según dicha distinción con 90% de exactitud.

Given a printed sheet with 10 words and a corresponding oral presentation of them, 5 contain the "rr" sound

and 5 contain the "r" sound, learner will label each word as "rr" or "r" with 90% accuracy.

Evaluación

Preséntanse al estudiante una grabación y una lista impresa de las siguientes 10 palabras: rojo, enredo, rascar, enrelación, rico, hablar, carne, caro, ahora, arte. El estudiante tiene que identificar cada palabra que contiene el sonido "rr" con las letras rr en el espacio en blanco que encontrará a la par de dicha palabra; también tiene que identificar cada palabra que contiene el sonido "r" con la letra r en el espacio en blanco que encontrará a la par de aquella palabra. Conteo: 10 puntos en total; un punto por cada sonido correctamente identificado. (Criteria: 9 puntos.)

Evaluation

Learner is presented with a taped, oral list and a printed sheet of the corresponding 10 words: rojo, enredo, rascar, enrelación, rico, hablar, carne, caro, ahora, arte; and the labels "rr" and "r." Learner is instructed to identify whether the sound in each word is "rr" or "r" by writing the letters in the numbered blank corresponding to each word. Scoring: 10 points total, 1 point for each sound correctly associated with a word. (Criterion: 9 points.)

*3.0

Al tener a mano un párrafo que contiene 25 errores de ortografía, puntuación, uso de espacios, centración, o uso de mayúsculas el estudiante los señalara con un círculo con 90% de exactitud.

Given a paragraph containing 25 errors of spelling, punctuation, spacing, centering, and capitalization, learner will circle the errors with 90% accuracy.

Evaluación

Preséntase al estudiante un párrafo escrito a máquina de aproximadamente 100 palabras que contiene unos 25 errores así: 5 de ortografía, 5 de puntuación, 5 en el uso de espacios, 5 de centración, y 5 en el uso de mayúsculas. El estudiante tiene que señalar los errores con círculos. Conteo: 25 puntos en total; un punto por cada error encontrado. (Criteria: 22 puntos.)

Evaluation

Learner is presented with a typewritten paragraph of approximately 100 words with 25 errors, 5 each in spelling, punctuation, spacing, centering, and capitalization. Learner is instructed to circle each error. Scoring: 25 points total, 1 point for each error circled. (Criterion: 22 points.)

3.1

Al tener a mano un borrador de una carta comercial que debe contener 10 comas, pero no las tiene, el estudiante proporcionará dichas comas correctamente dentro de 10 minutos con 90% de exactitud.

Given a rough draft of a business letter which should contain, but does not, 10 commas, learner will insert the commas correctly in 10 minutes with 90% accuracy.

Evaluación

Preséntase al estudiante un borrador de una carta comercial que carece de 10 comas necesarias, las cuales él tiene que proporcionar. Conteo: 10 puntos en total; un punto por cada coma correctamente colocada. (Criteria: 9 puntos.)

Evaluation

Learner is presented with a rough draft of a business letter with 10 commas missing and is instructed to insert the commas. Scoring: 10 points total, 1 point for each comma correctly inserted. (Criterion: 9 points.)

3.2

Al tener a mano un párrafo que carece de 10 puntos, el estudiante los proporcionará correctamente dentro de 15 minutos con 90% de exactitud.

Given a paragraph lacking 10 periods, learner will insert the periods correctly in 15 minutes with 90% accuracy.

Evaluación

Preséntase al estudiante un párrafo sin puntos, los cuales él tiene que proporcionar correctamente. Conteo: 10 puntos en total; un punto por cada punto correctamente colocado. (Criteria: 9 puntos.)

Evaluation

Learner is presented with a paragraph without periods and is instructed to insert the periods correctly. Scoring: 10 points total, 1 point for each period inserted correctly. (Criterion: 9 points.)

3.3

Al tener a mano un párrafo que contiene 10 errores en el uso de mayúsculas, el estudiante señalará los errores con un círculo, para después corregirlos dentro de 5 minutos con 90% de exactitud.

Given a paragraph containing 10 errors in capitalization, learner will circle all of the errors and correct them in 5 minutes with 90% accuracy.

Evaluación

Preséntase al estudiante un párrafo que contiene 10 errores en el uso de mayúsculas. El estudiante tiene que señalar con círculos los errores, corrigiéndolos después. Conteo: 10 puntos en total; un punto por cada error señalado con círculo y correctamente corregido. (Criteria: 9 puntos.)

Evaluation

Learner is presented with a paragraph containing 10 capitalization errors. Learner is instructed to circle the errors and write corrections. Scoring: 10 points total, 1 point for each circled and corrected error. (Criterion: 9 points.)

*4.0

Parte I--Al tener a mano una lista de 20 oraciones, de las cuales 10 contienen palabras que deben llevar el acento diacrítico, el estudiante seleccionará aquellas oraciones que contienen las palabras que deben llevar al acento diacrítico, proporcionándolos y ofreciendo una explicación para cada acento. La tarea se debe completar dentro de 20 minutos con 90% de exactitud.

Parte II-Al tener a mano una lista de 40 palabras que se pueden clasificar así: 10 grave, 10 aguda, 10 esdrújula, y 10 sobreesdrújula; el estudiante las identificará por su clasificación dentro de 15 minutos con 95% de exactitud.

Part I--Given a list of 20 sentences, 10 containing words requiring a diacritical accent and 10 do not, learner will choose the sentences containing the words requiring the accent, insert the diacritical marking in the proper place, and cite a reason for each insertion in 20 minutes with 95% accuracy.

Part II-Given a list of 40 words that may be classified as 10 grave, 10 aguda, 10 esdrújula, and 10 sobreesdrújula, the learner will mark each word with the appropriate term in 15 minutes with 95% accuracy.

Evaluación

Preséntase una lista preparada por el maestro de 20 oraciones hechas según el siguiente ejemplo: (1) Quiero más cerveza, por favor; y (2) Me gustaría hacerlo, mas no puedo ahora. El estudiante tiene que seleccionar las 10 oraciones donde se requiere el uso del acento diacrítico, citando la razón correspondiente a cada acento puesto. Conteo: 20 puntos en total; un punto por cada acento correctamente puesto, y un punto por cada explicación bien dada. (Criteria: 18 puntos.)

Preséntase al estudiante una hoja impresa con 40 palabras más los 4 términos "grave, aguda, esdrújula, y sobreesdrújula" a la par de cada palabra. El estudiante tiene que señalar la clasificación correcta de cada palabra con un círculo. Conteo: 40 puntos en total; un punto por cada clasificación correctamente hecha. (Criteria: 38 puntos.)

Evaluation

Learner is presented with a teacher prepared list of sentences, according to this example: (1) Quiero más cerveza, por favor, and (2) Me gustaría hacerlo, mas no puedo ahora. Learner is instructed to choose the 10 sentences requiring the diacritical accent and to state a reason for each. Scoring: 20 points total, 1 point for each accent correctly placed and 1 point for each correctly stated reason. (Criterion: 18 points.)

Learner is presented with a printed sheet citing 40 words and the 4 terms: grave, aguda, esdrújula, and sobreesdrújula beside each word and is instructed to encircle the appropriate term. Scoring: 40 words total, 1 point for each term correctly circled. (Criterion: 38 points.)

4.1

Al tener a mano una lista de 20 palabras que contienen diptongos y triptongos, de los cuales 10 tienen que romperse por un acento ortográfico mientras que los otros 10 no requieren tal acento, el estudiante proporcionará a cada palabra el acento necesario, señalando entre paréntesis aquellos diptongos y triptongos no divididos por el acento ortográfico, con 90% de exactitud.

Given a list of 20 words containing dipthongs and tripthongs, 10 of which are broken by the written accent and

10 not broken by the written accent, and is instructed to accentuate each word and place, in parentheses, next to respective words, those dipthongs and tripthongs that are not broken by the written accent. Scoring: 40 points total; 1 point for correct placement of the accent, and 1 point each for writing the dipthong or tripthong beside the word. (Criterion: 36 points.)

*5.0

Al tener a mano una lista de 10 términos comerciales, el estudiante los convertirá en su forma abreviada dentro de 10 minutos, con 90% de exactitud.

Given a list of 10 business terms, learner will write the corresponding abbreviation for each term in 10 minutes with 90% accuracy.

Evaluacion

Preséntase al estudiante una hoja impresa con las siguientes palabras: contado, cuenta, crédito, compañía, Sociedad Anónima, cargo, capítulo, atentamente, a favor, factura. El estudiante tiene que convertir cada término en su forma abreviada. Conteo: 10 puntos en total; un punto por cada abreviatura correctamente hecha, inclusivo con el punto. (Criteria: 9 puntos.)

Evaluation

Learner is presented with a printed sheet and these 10 words: contado, cuenta, crédito, compañía, Sociedad Anónima, cargo, capítulo, atentamente, a favor, factura. Learner is instructed to write the abbreviation beside each term. Scoring: 10 points total, 1 point for each correct abbreviation which must include the period. (Criterion: 9 points.)

*6.0

Al tener a mano las siguientes partes de la carta comercial en inglés: membrete, una fecha corriente, un destinatario, un saludo, una despedida, y un anexo; el estudiante traducirá toda la información proporcionada al español acceptable según el juicio de una persona de habla española, dentro de 10 minutos.

Given the following parts: business letterhead, a current date, an addressee, a salutation, a complimentary close, 1 enclosure, in English, learner will translate

all of the information for each part into correct Spanish, as judged by a native speaker, in 10 minutes.

Evaluación

Preséntanse al estudiante las siguientes partidas de información: (1) Associated Industries, Inc., 1375 Wisconsin Avenue, Washington, D.C., 20016, (212) 617-2582 (2) September 29, 1978 (3) Parker & Sons, Inc., 53 West 47th Street, New York, New York, 10012 (4) Gentlemen: (5) Sincerely, (6) enclosure. El estudiante tiene que traducir cada partida de información al español. Conteo: 6 puntos en total; un punto por cada partida correctamente traducida según el juicio de una persona de habla española. (Criteria: 6 puntos.)

Evaluation

Learner is presented with the following sections: (1) Associated Industries, Inc., 1375 Wisconsin Avenue, Washington, D.C., 20016, (212) 617-2582 (2) September 29, 1978 (3) Parker & Sons, Inc., 53 West 47th Street, New York, New York, 10012 (4) Gentlemen: (5) Sincerely, (6) enclosure. Learner is instructed to translate each section into Spanish. Scoring: 6 points total; 1 point for each correctly translated section as judged by a native speaker. (Criterion: 6 points.)

6.1

Al tener a mano las palabras iniciales de la carta comercial en inglés, el estudiante las traducirá al buen español juzgado por una persona de habla española, con 75% de exactitud.

Given a written business letter opening lines of request, learner will translate them into correct Spanish as judged by a native speaker with 75% accuracy.

Evaluación

Preséntase al estudiante una hoja impresa con las siguientes palabras iniciales de la carta comercial en inglés: (1) Will you please . . . (2) Please send us . . . (3) We would be grateful . . . (4) Please offer. . . . El estudiante tiene que traducir cada frase al español. Conteo: 4 puntos en total; un punto por cada traducción correcta según el juicio de una persona de habla española. (Criteria: 3 puntos.)

Evaluation

Learner is presented with a printed sheet with the following opening lines: (1) Will you please . . . (2) Please send us . . . (3) We would be grateful . . . (4) Please offer. . . . Learner is instructed to translate each phrase into Spanish. Scoring: 4 points total; 1 point for each correct translation as judged by a native speaker. (Criterion: 3 points.)

6.2

Al tener a mano 4 formularios con que se suelen abrir una carta comercial de acuse en inglés, el estudiante los traducirá al buen español juzgado por una persona de habla española, con 75% de exactitud.

Given 4 written business letter openings lines of reply, the learner will translate them into correct Spanish as judged by a native speaker with 75% accuracy.

Evaluación

Preséntase al estudiante una hoja impresa con las siguientes palabras iniciales de la carta comercial en inglés: (1) Thank you for . . . (2) In reply to . . . (3) We return . . . (4) Reference is made to. . . . El estudiante tiene que traducir cada frase al español. Conteo: 4 puntos en total; un punto por cada traducción correcta según el juicio de una persona de habla española. (Criteria: 3 puntos.)

Evaluation

Learner is presented with a printed sheet and the following opening lines: (1) Thank you for . . . (2) In reply to . . . (3) We return . . . (4) Reference is made to. . . . Learner is instructed to translate phrases into Spanish. Scoring: 4 points total; 1 point for each correct translation as judged by a native speaker. (Criterion: 3 points.)

6.3

Al tener a mano 4 formularios con que se suelen abrir una carta comercial de desculpas en inglés, el estudiante los traducirá al buen español juzgado por una persona de habla española, con 75% de exactitud.

Given 4 written business letter opening lines of apology, learner will translate them into correct Spanish as judged by a native speaker with 75% accuracy.

Evaluación

Preséntase al estudiante una hoja impresa con las siguientes palabras iniciales de la carta comercial de desculpas en inglés: (1) We regret . . . (2) This unfortunate delay is due to . . . (3) We are making every effort . . . (4) We hope to complete. . . . Conteo: 4 puntos en total; un punto por cada traducción correcta según el juicio de una persona de habla española. (Criteria: 3 puntos.)

Evaluation

Learner is presented with a printed sheet and the following opening lines: (1) We regret . . . (2) This unfortunate delay is due to . . . (3) We are making every effort . . . (4) We hope to complete. . . . Scoring: 4 points total; 1 point for each correct translation as judged by a native speaker. (Criterion: 3 points.)

GLOBAL OBJECTIVE: Write Business Correspondence.

TASK(competency): 1.0 Divide words into syllables.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I--Given a list of 10 words that contain the strong 2-vowel clusters: ae, eo, oe, and ao, learner will correctly divide the words into syllables in 5 minutes with 90% accuracy. Part II--Given a list of 10 words that contain the strong-weak vowel clusters: ia, ua, ie, io, ui, ai, learner will correctly divide the words into syllables in 5 minutes with 90% accuracy.	-Give students 2-vowel clusters and ask them to identify strong/weak vowels. Discuss the necessity of knowing the distinctions: so that they can correctly divide a word without prior knowledge of it. -Give the students a list of business terms and ask them to divide the words by syllables aloud in unison while one student writes them on the board. -Ask the students to write down all the surnames of the students and divide them into syllables.

EVALUATION

Part I--Learner is provided with the following 10 words: aéreo, poeta, erróneo, núcleo, faena, hectárea, náusea, neófito, roedor, balancear. Learner is instructed to divide each word into syllables by marking a "/" between syllables. Scoring: 10 points total; 1 point for each word correctly divided into syllables. (Criterion: 9 points.)

Part II--Learner is provided with the following 10 words: persiana, estátua, propiedad, extensión, mayoría, águila, queso, sexual, ensaimada, sabihondo. Learner is instructed to divide each word by making a "/" between the syllables. Scoring: 10 points total; 1 point for each word correctly divided into syllables. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
vocal fuerte suave silabear/dividir por sílabas grupo guión		-Contrastive analysis of the principal differences between English and Spanish syllabification is helpful to students training for bilingual office positions.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Español: Material Para el Hispano, pp. 27-29	vis	16
Gramática Española Moderna, pp. 163-64, 254-55	vis	58
Conozca su Idioma, pp. 36-37	vis	6
Español Para Los Hispanos, pp. 4-6	vis	7
Supportive Instructional Materials		
Diccionario Escolar de la Lengua Española	vis	25

GLOBAL OBJECTIVE: Write Business Correspondence

TASK(competency): 2.0 Spell correctly.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a list of 30 words, 15 correctly spelled and 15 incorrectly spelled, learner will identify the misspelled words and write them with correct spelling in 20 minutes with 90% accuracy.	-After the students write compositions, paragraphs, letters, etc., divide them into dyads and have their partner circle all spelling errors and then return the work to the student. The student should then study these words so that they may be tested later by another student in a dyad. -Give the students lists of words, 3 or 4 on each line, with only one of them spelled correctly. Have the students identify the correctly spelled word. -Give the students model letters and tell them that it contains X number of spelling errors. Ask them to circle the incorrect words and write the correct forms. -Make up words and pronounce the words and have students write the words out. Compare the written words of the different students to determine who agrees and who does not.

EVALUATION

Learner is presented with a list of 30 words and is instructed to mark the misspelled with an X and to write them correctly. Scoring: 30 points total; 1 point for identifying each misspelled word and 1 point for each correct spelling. (Criterion: 27 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical.	SUGGESTIONS and COMMENTS
ortografía error lista identificar malescrito deletrear		-Special attention should be paid to minimal pairs and pronunciation.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Workbook in Everyday Spanish, p. 33	vis	4
Español: Material Para el Hispano, pp. 61-93	vis	16
Gramática Española Moderna, pp. 153-62	vis	58
Supportive Instructional Materials		
Conozca su Idioma, pp. 7-19	vis	6

GLOBAL OBJECTIVE: Write Business Correspondence

TASK(competency): 3.0 Use correct punctuation and capitalization.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a paragraph containing 25 errors of spelling, punctuation, spacing, centering, and capitalization, learner will circle the errors with 90% accuracy.	-Give the students sentences, some which require commas and some which do not and ask them where the necessary insertions occur and the reasons. Then give them others that lack semicolons, colons, etc. Then you may give them paragraphs/sentences in which several forms of punctuation are missing. Several model sentences should be discussed orally in class, preceded by an explanation, before the students work alone or in dyads. -Divide the class into small groups and give each group the same model business letter. Ask them to decide where to insert necessary punctuation and then to type their corrected letter on a ditto master. Collect all the ditto masters and copy them and then distribute all of them to the class. Compare the corrections and analyze them in order to decide on an accepted final corrected letter.

EVALUATION

Learner is presented with a typewritten paragraph of approximately 100 words with 25 errors, 5 each in spelling, punctuation, spacing, centering, and capitalization. Learner is instructed to circle each error. Scoring: 25 points total; 1 point for each error circled. (Criterion: 22 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
coma punto y coma dos comas punto signo de interrogacion signo de admiracíon punto suspensivo diéresis paréntsis subrayar		-Follow the general guideline that punctuation should not be inserted unless the student is able to give a rationale, since many mistakes are due to an over use rather than insufficient punctuation. Knowledge of semi-colon usage may be limited, so it should be stressed more. -Point out differences between capitalization in English and in Spanish. -Read to students and have them write from dictation. Use short pauses for commas and longer pauses for periods.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Español Para Los Hispanos, pp. 13-18	vis	8
Acentuación y Puntuación, pp. 83-144	vis	54
Gramática Española Moderna, pp. 170-73, 245, 246, 248-53, 260-64	vis	58
Español: Material Para el Hispano, pp. 59-60	vis	17
Preparación Para el Examen de Equivalencia de la Escuela Superior, pp. 45-58	vis	59
Supportive Instructional Materials		

GLOBAL OBJECTIVE: Write Business Correspondence

TASK(competency): 4.0 Use accents correctly.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Part I--Given a list of 20 sentences, 10 containing words requiring a diacritical accent and 10 do not, learner will choose the sentences containing the words requiring the accent, insert the diacritical marking in the proper place, and cite a reason for each insertion in 20 minutes with 95% accuracy. Part II--Given a list of 40 words that may be classified as 10 grave, 10 aguda, 10 esdrújula, and 10 sobreesdrújula, the learner will mark each word with the appropriate term in 15 minutes with 95% accuracy.	-Dictate a list of words requiring written accents. Student must write word with correct accentuation and identify the word as grave, aguda, esdrújula, or subreesdrújula. Dictate a list of words containing dipthongs and tripthongs with (1) accents that break the dipthongs and (2) accents that don't break the dipthongs. Have students place dipthong in parentheses next to word when it is not broken. Dictate list of words that may or may not contain diacritical accent. Have student place accent where s/he wants and write definition of each word. -Give the students a list of words requiring accents and have them try to pronounce the word without the accent.

EVALUATION

Part I--Learner is presented with a teacher prepared list of sentences, according to this example: (1) Quiero más cerveza, por favor, and (2) Me gustaría hacerlo, mas no puedo ahora. Learner is instructed to choose the 10 sentences requiring the diacritical accent and to state a reason for each. Scoring: 20 points total; 1 point for each accent correctly placed and 1 point for each correctly stated reason. (Criterion: 18 points.)

Part II--Learner is presented with a printed sheeting citing 40 words and the 4 terms: grave, aguda, esdrújula, and sobreesdrújula beside each word and is instructed to encircle the appropriate term. Scoring: 40 points total; 1 point for each term correctly circled. (Criterion: 38 points.)

LANGUAGE Vocabulary and Exponents	QUALITATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
grave/llana aguda esdrújula sobreesdrújula acento tónico ortográfico diacrítico prosódico diptongo triptongo consonante		-The Real Academia Española now stipulates that all capital letters have the required accent marks. Accents are a major problem for many Hispanics and one reason is that they fail to understand the rationales. Try to impress upon them the necessity of using accent marks in professional business correspondence.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Español Para Los Hispanos, pp. 6-12	vis	8
Conozca Su Idioma, pp. 38-39	vis	6
Gramática Española Moderna, pp. 164-69, 256-59	vis	58
Español:Material Para el Hispano, pp. 34-54	vis	16
Preparación Para el Examen de Equivalencia de la Escula Superior, pp. 8-19	vis	59
Acenturación y Puntuación, pp. 11-75	vis	54
Supportive Instructional Materials		
Diccionario Escolar de la Lengua Española	vis	25

GLOBAL OBJECTIVE: Write Business Correspondence

TASK(competency): 5.0 Use abbreviations correctly.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given a list of 10 business terms, learner will write the corresponding abbreviation for each term in 10 minutes with 90% accuracy.	-Give students a list of 50 terms and instruct them to write abbreviations next to each term when necessary. -Give the students a list of uncommon or unknown abbreviations and tell them the subject area they relate to and student guesses what the abbreviations mean. -Give students working in a dyad a set of cards with abbreviations and a set with the corresponding words spelled in full. Have them form pairs by matching the abbreviations with the full form of the words.

EVALUATION

Learner is presented with a printed sheet and these 10 words: contado, cuenta, crédito, compañía, Sociedad Anónima, cargo, capítulo, atentamente, a favor, factura. Learner is instructed to write the abbreviations beside each term. Scoring: 10 points total; 1 point for each correct abbreviation which must include the period. (Criterion: 9 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
mayúscula miníscula punto abreviatura usual ocasional diagonal		-Many students may tend to guess when forming abbreviations, rather than acknowledging that they don't know the standard forms. Try to impress upon them the value of knowing standard abbreviations in professional business correspondence.

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Gramática Española Moderna, pp. 176-79	vis	58
Bilingual Guide to Business and Professional Correspondence, pp. 217-20	vis	31
Supportive Instructional Materials		
Diccionario Escolar de La Lengua Española	vis	25

GLOBAL OBJECTIVE: Write Business Correspondence

TASK(competency): 6.0 Translate correspondence.

PRIMARY TASK OBJECTIVE	INSTRUCTIONAL METHODS
Given the following parts: business letterhead, a current date, an addressee, a salutation, a complimentary close, and 1 enclosure, in English learner will translate all of the information for each part into correct Spanish, as judged by a native speaker, in 10 minutes.	-Have students work in dyads. Give one student a business phrase in English and another student the Spanish translation. Have the students match the phrase. -One student in English is given an opening line such as: In reply to, We return, Thank you for; also give opening lines of apology, reply, request. The other student is given the same phrases in Spanish. -Student may then do sections of letters such as date, addressees, salutations, closing and enclosure in English to translate into Spanish. Finally, students are given a short business letter to translate from English to Spanish.

EVALUATION

Learner is presented with the following sections: (1) Associated Industries, Inc., 1375 Wisconsin Avenue, Washington, D.C., 20016, (212) 617-2582 (2) September 29, 1978 (3) Parker & Sons, Inc., 53 West 47th Street, New York, New York, 10012 (4) Gentlemen: (5) Sincerely, (6) enclosure. Learner is instructed to translate each section into Spanish. Scoring: 6 points total; 1 point for each correctly translated section as judged by a native speaker. (Criterion: 6 points.)

LANGUAGE Vocabulary and Exponents	QUANTATIVE Numerical and Mathematical	SUGGESTIONS and COMMENTS
traducir fecha membrete redactar mecanografiar carta de negocios tono comercial referencia encabezamiento parte principal despedida firma adjunto sobre cuenta de descubierto reclamación solicitar informes transacciones comerciales oferta entrega pago pedido factura seguros		-Translation can be a very arbitrary task; it is actually more an art than a skill, so it is a good idea to provide the students with plenty of practice and feedback as soon as possible. Many times fine distinctions may be drawn between "correct" and "better."

INSTRUCTIONAL MATERIALS

Classroom Materials	Modality	Bibliography
Business Letter Handbook, Part 3	vis	17
Bilingual Guide to Business and Professional Correspondence, pp. 1-16, 71-114	vis	31
Supportive Instructional Materials		
Diccionario Escolar de la Lengua Española	vis	25
Diccionario de Sinónimos	vis	24

CHAPTER X

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